

The North Central Association Quarterly

Volume II

JUNE, 1927

Number 1

FEATURES

THE OFFICIAL ROSTER OF THE ASSOCIATION

PROCEEDINGS OF THE ANNUAL MEETING

STANDARDS FOR ACCREDITING SCHOOLS AND COLLEGES

LISTS OF ACCREDITED INSTITUTIONS

THE PROFESSIONAL TRAINING OF COLLEGE TEACHERS

THE CONVENTION ROLL CALL

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THE NORTH CENTRAL ASSOCIATION QUARTERLY

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Official Organ of the North Central Association of Colleges and Secondary Schools.

\$5.00 per year — Published Quarterly — \$1.25 a copy

Publication Office: 119-123 Exchange Place, Kalamazoo, Michigan.

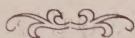
Executive and Editorial Office: 420 University High School Building, Ann Arbor, Michigan.

The North Central Association Quarterly is published by the North Central Association of Colleges and Secondary Schools on the first day of June, September, December and March. It is the official organ of the Association, and will contain all the proceedings of the annual meeting of the Association, together with much additional material directly related to the work of the Association. The subscription price is \$5.00 a year, or \$1.25 a copy. All members of the Association—institutional and individual—are entitled to receive the Quarterly gratis in connection with their annual dues. A special subscription price of \$3.00 a year is permitted to school libraries, college libraries and public libraries. Patrons are requested to make all remittances payable to the North Central Association Quarterly.

Application for entry as second-class matter, June, 1926, at the post-office at Kalamazoo, Michigan, under the Act of August 24, 1912.

Acceptance for mailing at the special rate of postage provided for in section 1103, Act of October 3, 1917, authorized March 18, 1919.

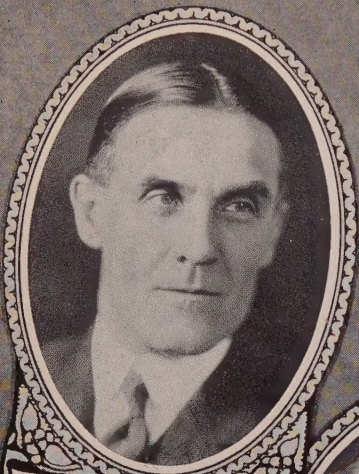
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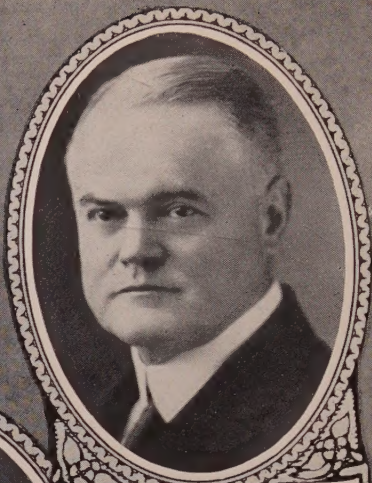
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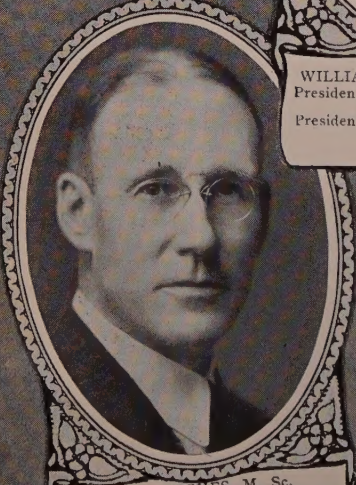
EDWARD C. ELLIOTT, Ph. D.
President, Purdue University
Lafayette, Indiana
Chairman, North Central Association
Commission on Higher Education



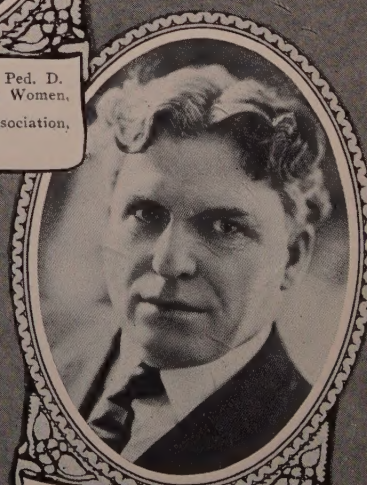
LEWIS W. SMITH, Ph. D.
Superintendent of Joliet, Illinois,
Township High School and Jr. College
Chairman, North Central Association
Commission on Unit Courses
and Curricula



WILLIAM M. BOYD, A. M., Ped. D.
President, Western College for Women,
Oxford, Ohio
President of North Central Association,
1927-1928



R. M. HUGHES, M. Sc.
President, Miami University,
Oxford, Ohio
Vice-Chairman, North Central
Association
Commission on Higher Education



THOMAS LLOYD-JONES, A. M.
Inspector of High Schools,
University of Wisconsin, Madison
Chairman, North Central Association
Commission on Secondary Schools

THE North Central Association QUARTERLY

Vol. II

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No. 1

News Notes and Editorial Comments

CONVENTION ECHOES

Attendance about 500.

Next meeting at Chicago, March 13-16, 1928.

W. W. Boyd, President of Western College for Women, Oxford, Ohio, elected president for next year.

The deposit of 250 certificates finally secured for all members a rate of one and one-half fare on all railroads.

This year, like all others, marked the absence of many old faces and the presence of many new ones.

Judging from many expressions of opinion the Quarterly is meeting a real need in Association circles.

Every session of the Commissions and of the Association as a whole witnessed the faithful attendance of many black-garbed sisters of religious orders.

All chairmen of Commissions were re-elected for another year.

As always, some of the most valuable returns from the meeting came from the informal personal conferences held in the lobby of the hotel and around the luncheon tables.

Long and wearying analysis of the annual report blanks from institutions was the lot which befell many members

of the Secondary and Higher Commissions.

The annual banquet measured up well to the standard of other years.

Never in the history of the Association has Chicago furnished such a week of continuous fine weather—no rain, no snow, no wind, no ice; just five days of sunshine.

"All work and no play makes Jack a dull boy"—hence there were many theater parties at the end of each day's labors.

Numerous valuable papers and reports were read during the week, all of which will appear in due time in the Quarterly.

Having a central secretarial office on the convention floor of the hotel was a happy new administrative plan. The W. M. Welch Company also furnished muchly prized facilities for conference and writing.

Those who, ten years or so ago, declared that the North Central Association had finished its unique task and might as well disband should read the list of new problems and undertakings proposed for consideration. It will take at least a generation to deal with them satisfactorily.

A serious parliamentary tangle of unusual significance threatened, for a time, to tie up the last session much in the manner of the filibustering tactics of the United States Senate.

The Association has definitely gone on a budgetary basis in the handling of its finances, and a standing committee on budget making was created.

A letter of greetings from the one who first proposed the organization of the North Central Association, Mr. W. H. Butts, was read at one of the sessions. By vote, a letter of reciprocal greetings was ordered forwarded to him.

The usual number of schools and colleges was dropped from the accredited lists and the usual number of new institutions was added.

The Reviewing Committee, the Executive Committee, and indeed the Association as a whole were obliged to take certain drastic actions in the defense of standards, even though the decisions must have cut deeply into the personal sympathies of the members who cast the sustaining votes.

The Commission on Unit Courses and Curricula, always a small commission and one whose work is not spectacular or dramatic, certainly had its inning this year. No other Commission has recently turned out more valuable studies than has this one this year.

The Sherman Hotel service was, as usual, above reproach. Ample accommodations for all meetings were provided throughout the week, and personal services and courtesies were everywhere to be noticed.

Owing to ill-health, Professor H. G. Childs of Indiana was obliged to give up the secretaryship of the Commission on Secondary Schools. Inspector C. C.

Brown of Colorado succeeds him in the official position.

Perhaps never before in the history of the Association have the meetings of the various Commissions been so largely attended throughout the week. Particularly was the interest in the work of the Commission on Institutions of Higher Education pitched at a high key.

This was the year when the new requirements respecting endowments and income for colleges and universities went completely into effect. As a result there was much work for the Reviewing Committee, much discussion of the questions within the Commission, much parliamentary fencing before the Association, and much disappointment and sadness on the part of certain individuals whose institutions failed to meet the new standards and hence were deprived of accreditation.

The roster of those in attendance during the week shows the following interesting facts:

College and university presidents	
present	86
College and university deans	63
College and university professors	
present	29
Junior college representatives	1
Teacher training institution representatives	3
University and state inspectors	
present	39
Superintendents of schools	36
Public high school principals	123
Non-public secondary school principals	3
Classroom teachers in public schools	
present	2
Sisters of religious orders	70
Miscellaneous classifications	40
Total number present	495

While 495 individuals appear to have been in attendance at the meeting, the fact is a considerably larger number was there. Many who were present neglected to hand in enrollment cards. Further, the itemized figures given above do not quite represent the complete facts respecting the representation from particularized classes of institutions. Several individuals were present in the capacity of more than one office. However, they enrolled as representatives of but one of these offices.

Curriculum Reprints

The March issue of the *Quarterly* devoted one hundred thirty-one pages to the publication of curriculum materials covering nine different departments of high school study. This material was prepared under the direction of the Commission on Unit Courses and Curricula which had been at work on its preparation for several years. While feeling that its analysis and formulations were not perfect nor final, the Commission believed it ought not to delay their publication any longer but should give them publicity and seek justification at the courts of a large body of high school teachers.

Now comes the period of testing. The Commission is, in consequence, exceedingly eager to get its reports into the hands of every classroom teacher in the Association. It hopes, moreover, that these teachers will try out the suggested materials in various kinds of situations, will offer constructive criticisms respecting the recommendations made, and will cooperate with the Commission in re-writing the proposals in the light of the experiences thus had.

In order to facilitate these plans a large number of reprints of the various committee reports has been ordered. These will be sold to interested persons at cost. Administrative officers and teachers are therefore urged to consider the feasibility of using these reprints either immediately or early next autumn and to order a supply of them at once, while the stock is available. The forms in which the reprints are issued and the prices per copy are as follows:

English, 38 pages-----	10c
Latin, 38 pages-----	10c
French, 32 pages-----	10c
General Science and Biology, 26 pages-----	10c
Physics and Chemistry, 32 pages----	10c
Home Economics, 28 pages-----	10c
Physical Education, 32 pages-----	10c
The entire seven reprints bound together, 131 pages-----	50c

Orders, including remittances, should be sent to C. O. Davis, Editor of the *Quarterly*, 420 University High School Building, Ann Arbor, Michigan.

The September Issue

The present issue of the *Quarterly* contains such Association material as was deemed desirable to place in the hands of school authorities before the close of the academic year. Consequently much space has been given to the publication of standards for accrediting, lists of accredited institutions, and reports of secretaries.

The September issue will concern itself with other, but perhaps more general, matters of proceedings as these were carried forward in the annual meeting.

A Suggestion or Two

Would it not be desirable to reserve a central section of seats in each Commission meeting, solely for voting members of that Commission? A placard indicating the reserved section might also be conspicuously displayed. Arrangements of these sorts would often facilitate the taking of important votings.

Are not many of the discussions held before the several Commissions of such vital importance and interest that they, too, ought to be preserved in print? If so, ought not stenographic service to be provided? In lieu of this service each speaker should be asked to write out his remarks.

Changing Emphasis

Change is the order of life. As the child flits from one interest to another, so adults and institutions composed of adults ceaselessly shift their attacks from one type of activity to something radically different. This is conspicuously true among educators. It is notably true in the work of the Association.

In its early history the North Central Association centered its efforts about the formal discussions of educational and administrative questions which were potential irritants to the good mutual understanding of colleges and secondary schools. The Association therefore became the clearing house for ideas respecting entrance requirements, the articulation of schools and institutions of higher education, and similar administrative topics. Then later the thought of preparing and publishing lists of accredited institutions and the drafting of sets of standards under which this might be done became the primary concern of all. Recently however still

another shift has been made. Now the idea of investigating any or all things affecting schools and colleges is taking the leading part in Association deliberations. Thus, always dominated by the ideal of professional service, the Association, has, from decade to decade, enlarged the circumference of its interests until today its program comprehends not only those matters which directly relate to the work of the single organization but also reaches out to encompass the problems of professional education generally.

So the world moves on and all things therein become more and more closely interrelated.

Another Leader Retires

Inspector H. A. Hollister of the University of Illinois retires from active connection with that institution at the close of the present academic year. Automatically, therefore, he will, at the same time, sever his active connection with the North Central Association in so far as his institutional relationship is concerned.

Professor Hollister has been engaged in educational work for fifty-two years, the last twenty-five of which have been at the University of Illinois.

On Wednesday evening, March 16, he acted as toastmaster at the annual dinner of the members of the Association's Commission on Secondary Schools. Forty-five individuals were present, every state, but one, in the Association being represented. Since the date chanced to be also that of the forty-sixth wedding anniversary of Mr. and Mrs. Hollister, Mrs. Hollister was an invited guest at the dinner. Laudatory speeches were made and toasts were drunk to the pros-

perity and continued health of the twain. In closing the following ditty, composed on the spur of the moment and sung lustily to the time of *Howdy Do*, was rendered:

Howdy do, Mrs. Hollister, Howdy do
Howdy do, Mrs. Hollister, How are
you

We're proud of your old man
We'll help him all we can
Howdy do, Mrs. Hollister, Howdy do.

Howdy do, Dr. Hollister, Howdy do
Howdy do, Dr. Hollister, Howdy do
We're proud of your fine wife
And your long and useful life
Howdy do, Dr. Hollister, Howdy do.

Certainly in the retirement of Mr. Hollister the Association loses a most active member and all who knew him a warm personal friend.

OUR GALLERY

In this issue of the Quarterly we are presenting the likenesses of five more of our active members—the President, the Chairmen of the three Commissions, and the Vice-Chairman of the Commission on Institutions of Higher Education. The names and the records of these men are as follows:

William W. Boyd, A. M., Ped.D., is one of the older members of the Association. He was born in Allegheny, Pennsylvania, March 8, 1862, his father being a Presbyterian minister. Dr. Boyd received his education in the public schools of Lancaster and at Marietta College, receiving his A.B., A.M., and Ped.D. from the latter institution. He has also travelled and studied extensively in Europe.

Dr. Boyd's professional work has ex-

tended from a grammar school position to a college presidency. He has served successively as a high school principal, a city superintendent of schools, as an inspector of high schools for a university (Ohio State), as a dean of a college of Education and as a college president. Seven years he was dean of the College of Education in Ohio State University and for thirteen years he has been president of the Western College for Women, Oxford, Ohio.

President Boyd served on the first Board of Inspectors of the North Central Association and has probably also made more inspections of colleges than any one else connected therewith. He is always present at the annual meeting and is always a generous contributor of time and effort.

At its last meeting, the Association elected Dr. Boyd President for the year 1927-1928.

Lewis W. Smith, Ph.D., was born in Ohio, took his A.B. degree from Denison University and his degrees of A.M. and Ph.D. from the University of Chicago. His professional experience covers every grade of work from the first grade to graduate schools of the University. For the past twenty years he has been a school administrator. For the past eight years he has occupied the position of Superintendent of the Township High School and of the Junior College, Joliet, Illinois. He has also conducted summer school courses in Northwestern University, The University of Chicago, the University of California, and has lectured extensively before educational gatherings of various sorts.

Dr. Smith has been actively connected with the North Central Association since 1908. Aside from formal and informal addresses delivered before it, his most

important work has been carried on as a member of the Commission on Unit Courses and Curricula, being Chairman of this Commission for several years.

Edward C. Elliott, Ph.D., was born in Chicago in 1874. He secured his bachelor's and master's degrees from the University of Nebraska and his Ph.D. degree from Columbia University. All his life, Dr. Elliott has engaged in educational work, passing successively through the following positions: teaching fellow in college, teacher in high school, superintendent of schools, professor of education (University of Wisconsin), chancellor of University of Montana and president of Purdue University. Dr. Elliott has likewise taken part in special investigations of the United States Bureau of Education, in two or more important school surveys, and in the Educational Finance Inquiry of 1921-23. His connection with the North Central Association has extended over a period of nearly twenty years. For the past two years he has served as Chairman of the Commission on Institutions of Higher Education.

Raymond M. Hughes, M.Sc., who recently retired from the secretaryship of the North Central Association's Commission on Higher Education, but who was prevailed upon to accept the position of vice-chairman of the Commission, is president of Miami University, Oxford, Ohio. President Hughes was born in Atlantic, Iowa, January 14, 1873, but pursued his collegiate work in Ohio, being given the A.B. degree by Miami University in 1893 and the degree of M.Sc. by Ohio State University in 1897. His particular field of academic interest has always been science, he being a teacher of physics and chemistry in high school for a short period and then pro-

fessor of these subjects in Miami University. From 1908 to 1911 he was dean of the Liberal Arts College, from 1911 to 1913 acting president, and from 1913 to date president of Miami University.

President Hughes has been active in North Central Association affairs for some years. In particular the Association has to thank him for much of the detailed work recently done by the Commission on Institutions of Higher Education in connection with special investigations and with the gathering and classifying of data necessary for the proper accrediting of colleges and universities.

Thomas Lloyd-Jones, A. M., has spent the greater part of his active educational career in the state of Wisconsin. He was for some time principal of the high school at Madison, and then became Superintendent of Schools there. In all his recent years he has been connected with the University of Wisconsin, devoting most of his time to the inspection of high schools. Mr. Jones has been actively connected with the North Central Association for a decade or more. For the past two years he has been Chairman of the Commission on Secondary Schools.

C. O. D.

IMPRESSIONS OF A NOVICE

The following is a letter received by the Editor from a man who attended a North Central Association meeting for the first time in March last. It reveals the impressions made on a novice.

To a novice, the recent meeting of the North Central Association held in the Sherman Hotel, Chicago, made several deep and lasting impressions. The first impression was one of things accomplished. The North Central Association is an organization for business. During the past year much hard, earnest, painstaking work was done as evidenced by the several re-

ports. Nor was this all, for during the days and nights of the meetings, men spent long weary hours on reports or in conferences. Yes, it is an organization which does things and through hard work does them well.

In the second place, one is impressed by the fact that the Colleges and Universities on the one hand and the Secondary Schools on the other hand are trying to understand and appreciate each other's point of view and individual problems. Contrary to opinions sometimes voiced, not only was there no apparent domination of the Secondary Schools by the Colleges and Universities, but rather a co-operation for the best interests of all concerned.

In the third place, one is impressed by the character of the men themselves. Information, statistics, plans and ideas were gladly passed on. Officers, speakers and men whom one met—each seemed to say, "This is but little, but if it is of any use to you, take it, you are welcome." Amidst such unselfishness and lack of egoism good fellowship abounds—the fellowship that lasts.

More power to you! Glad I was there! Could I attend but one educational meeting a year, that of the North Central Association would be my choice.

E. W. KIEBLER

REFERENDUM VOTE ON STANDARD TEN

At the last annual meeting of the Commission on Secondary Schools the Commission instructed its Committee on Blanks to provide in the next annual blank for a referendum vote on Standard X, relative to the minimum number of teachers which should be required of new high schools seeking accrediting by the Association.

The Committee on Blanks will present the ballot for this vote on the last page of the forthcoming annual blank. The question is a serious one and it deserves a very careful vote.

For a number of years the requirement as to the minimum number of

teachers was three full time teachers of academic subjects. At the 1926 annual meeting it was submitted to the Commission that a high school seeking accrediting should be large enough to be thoroughly departmentalized so that teachers might be assigned to their major and minor subjects as pursued in college, and that this would require at least five full time teachers of the academic subjects. Also, that under the requirement of but three teachers it is very possible for small, unstable schools to spring up, meeting all standards and demanding accrediting. As a result of a consideration of the proposition the Commission changed its standard and prescribed a minimum of five full time teachers of academic subjects.

After the new standard had been in operation for one year a discussion of the standard was again raised in the meeting of the Commission. Some members felt that the present provision denies to many strong but small high schools all possible hope of gaining recognition for many years, if at all. Also, that it tends toward an exclusive accredited list of large schools. The case of the small schools was ably presented by Mr. Edgerton of Kansas. (His views appear elsewhere in this number of the quarterly).

The Committee on Standards in its report recommended that the minimum be changed to five teachers of all subjects, instead of five teachers of academic subjects. After considerable discussion the report was amended to leave the standard as it now stands for another year, and to provide for a referendum vote of the secondary school membership of the Association to serve as a basis for further modification.

In order that the result of the referen-

dum may provide a reliable basis for action, it is urgently requested that the responsible officer of each high school mark with care the ballot which will appear with the next annual report blank.

C. C. Brown, Secty.

Next Year

The annual meeting for 1928 will be held at the Hotel Sherman, Chicago, March 13-16.

The Official Roster of the Association

Article V of the Constitution of the Association provides:

"The officers of the Association shall be a President, two Vice-Presidents, a Secretary, and a Treasurer. . . . There shall be an Executive Committee, a Commission on Institutions of Higher Education, a Commission on Secondary Schools, a Commission on Unit Courses and Curricula . . . and such other Commissions or Standing Committees as the Association may from time to time determine."

The membership of these several committees, together with their officers, is given below.

Officers of the Association 1927-'28

- W. W. Boyd, President, Western College for Women, Oxford, Ohio.
T. W. Gosling, 1st Vice-Pres., Supt. of Schools, Madison, Wisconsin.
E. H. Lindley, 2nd Vice-Pres., University of Kansas, Lawrence, Kansas.
J. B. Edmonson, Secretary, University of Michigan, Ann Arbor, Michigan.
W. I. Early, Treasurer, High School, Sioux Falls, South Dakota.

Executive Committee 1927-'28

- K. C. Babcock, University of Illinois, Urbana, Illinois.
J. D. Elliff, University of Missouri, Columbia, Missouri.
E. C. Elliott, Purdue University, Lafayette, Indiana.
H. M. Gage, Coe College, Cedar Rapids, Iowa.

Thomas Lloyd-Jones, University of Wisconsin, Madison, Wisconsin.

E. H. K. McComb, Manual Training High School, Indianapolis, Indiana.

C. H. Perrine, Lake View High School, Chicago, Illinois.

L. W. Smith, High School, Joliet, Illinois.

And

The President, the Secretary and the Treasurer, Ex-officio.

Commissions of the Association

A. Commission of Secondary Schools

OFFICERS

Chairman—Thomas Lloyd-Jones, University of Wisconsin, Madison, Wisconsin.

Secretary—C. C. Brown, University of Colorado, Boulder, Colorado.

MEMBERS 1927-'28

Arizona

*University, F. C. Paschal, Tucson.
State Department, C. O. Case, Phoenix.
High School, O. W. Patterson, Tucson.

Arkansas

University, H. G. Hotz, Fayetteville.
*State Department, M. R. Owens, Little Rock.

High School, J. A. Larson, Little Rock.
Advisory Member, Supt. Ury McKenzie, Hot Springs.

Colorado

*University, Charles C. Brown, Boulder.

*Names starred are those of the chairmen of the several state committees. All correspondence respecting North Central Association secondary school matters should be addressed to these chairmen.

State Department, none.

High School, E. L. Brown, Denver.

Illinois

*University, H. A. Hollister, Urbana.

State Department, J. C. Hanna, Springfield.

High School, C. H. Kingman, Ottawa.

Indiana

*University, Hubert G. Childs, Bloomington.

State Department, J. W. Rittinger, Indianapolis.

High School, E. H. K. McComb, Indianapolis.

Advisory Member, Supt. A. E. Highley, Lafayette.

Iowa

*State Board of Education, W. H. Gemmill, Des Moines.

State Department, Miss Agnes Samuelson, Des Moines.

High School, James Rae, Mason City.

Advisory Member, Supt. Wm. F. Shirley, Marshalltown.

Kansas

University, E. W. Anderson, Lawrence.

*State Department, J. E. Edgerton, Topeka.

High School, E. R. Stevens, Independence.

Advisory Member, Supt. J. F. Hughes, El Dorado.

Michigan

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High School, E. L. Miller, Detroit.

Advisory Member, Supt. L. A. Butler, Grand Rapids.

Minnesota

University, L. V. Koos, Minneapolis.

*State Department, E. M. Phillips, St. Paul.

High School, C. O. Baker, Grand Rapids.

Missouri

*University, J. D. Elliff, Columbia.

State Department, E. W. Allison, Jefferson City.

High School, H. E. Blaine, Joplin.

Advisory Member, Supt. L. E. Ziegler, Maryville.

Montana

University, Freeman Daughters, Missoula.

*State Department, C. A. Jessen, Helena.

High School, George A. Ketcham, Missoula.

Advisory Member, Supt. I. B. Collins, Roundup.

Nebraska

*University, A. A. Reed, Lincoln.

State Department, A. L. Burnham, Lincoln.

High School, L. C. Wicks, Fremont.

Advisory Member, Supt. M. C. Lefler, Lincoln.

New Mexico

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*State Department, D. W. Rockey, Santa Fe.

High School, R. E. Marshall, Clovis.

Advisory Member, Supt. John Milne, Albuquerque.

North Dakota

University, C. C. Schmidt, Grand Forks.

*State Department, John A. Page, Bismarck.

High School, P. H. Lehman, Grand Forks.

Advisory Member, Supt. G. W. Hanna, Valley City.

Ohio

University, V. T. Thayer, Columbus.

*State Department, C. B. Ulery, Columbus.

High School, E. E. Morley, Cleveland Heights.

Advisory Member, Supt. B. O. Skinner, Marietta.

Oklahoma

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State Department, J. T. Giles, Madison.
High School, G. J. Balzer, Milwaukee.
Advisory Member, Supt. F. O. Holt, Janesville.

Wyoming

*University, C. R. Maxwell, Laramie.

State Department, Miss Georgine Erlandson, Cheyenne.

High School, J. J. Marshall, Sheridan.

Class of 1928

F. L. Hunt, Culver Military Academy, Culver, Indiana.

Harry Keeler, Lindblom High School, Chicago, Illinois.

T. J. Kirby, Iowa University, Iowa City, Iowa.

F. C. Landsittel, Ohio State University, Columbus, Ohio.

J. A. Masters, High School, Omaha, Nebraska.

L. A. Butler, Public Schools, Grand Rapids, Michigan.

Class of 1929

C. W. Gethman, High School, Oklahoma City, Oklahoma.

L. A. Louthier, Public Schools, Emporia, Kansas.

R. B. Merch, High School, Trinidad, Colorado.

T. W. Gosling, Public Schools, Madison, Wisconsin.

A. M. Hitch, Kemper Military School, Boonesville, Missouri.

C. L. Robertson, Public Schools, Jamestown, North Dakota.

Class of 1930

Ira Smith, University of Michigan, Ann Arbor, Michigan.

M. H. Stuart, Technical High School, Indianapolis, Indiana.

L. N. McWhorter, Asst. Supt., Minneapolis, Minnesota.

F. D. McElroy, School of Education, Cleveland, Ohio.

W. E. McVey, High School, Harvey, Illinois.

W. C. Reavis, University High School, Chicago, Ill.

B. Commissions on Institutions of Higher Education

OFFICERS

Chairman—E. C. Elliott, Purdue University, Lafayette, Ind.

Vice-Chairman—R. M. Hughes, Miami University, Oxford, Ohio.

Secretary—G. F. Zook, Municipal University of Akron, Akron, Ohio.

COLLEGE MEMBERS

Class of 1928

H. M. Gage, Coe College, Cedar Rapids, Iowa.

- J. P. Everett, Western State Normal School, Kalamazoo, Michigan.
 W. E. Smyser, Ohio Wesleyan University, Delaware, Ohio.
 C. H. Rammelkamp, Illinois College, Jacksonville, Ill.
 C. W. Hunt, School of Education, Cleveland, Ohio.
 R. M. Hughes, Miami University, Oxford, Ohio.
 W. P. Morgan, Western State Teachers College, Macomb, Illinois.
 H. C. Minnich, Miami University, Oxford, Ohio.
 G. N. Carman, Lewis Institute, Chicago, Illinois.
 M. E. Penney, James Milliken University, Decatur, Illinois.

Class of 1929

- C. H. Judd, University of Chicago, Chicago, Illinois.
 J. R. Effinger, University of Michigan, Ann Arbor, Michigan.
 G. F. Zook, University of Akron, Akron, Ohio.
 Father Rainers, Loyola University, Chicago.
 W. W. Boyd, Western College, Oxford, Ohio.
 F. E. Mosman, Morningside College, Sioux City, Iowa.
 W. P. McKee, Frances Shimer School, Mt. Carroll, Illinois.
 E. L. Hendricks, State Teachers' College, Warrenton, Missouri.
 K. C. Babcock, University of Illinois, Urbana, Illinois.

Class of 1930

- D. M. Edwards, Earlham College, Richmond, Indiana.
 D. J. Cowling, Carleton College, Northfield, Minnesota.
 E. C. Elliott, Purdue University, Lafayette, Indiana.

- Mary A. Malloy, College of St. Teresa, Winona, Minnesota.
 C. S. Boucher, University of Chicago, Chicago, Illinois.
 Howard MacDonald, Parsons College, Fairfield, Iowa.
 John Nollen, Grinnell College, Grinnell, Iowa.
 Lucia R. Briggs, Milwaukee-Downer College, Milwaukee, Wisconsin.
 J. M. Wood, Stevens Junior College, Columbia, Missouri.

SECONDARY SCHOOL MEMBERS

Class of 1928

- George Buck, Shortridge High School, Indianapolis, Indiana.
 M. R. McDaniel, Oak Park High School, Oak Park, Illinois.
 H. H. Holt, St. John's Military Academy, Delafield, Wisconsin.
 J. A. Painter, Steele High School, Dayton, Ohio.
 Merle Prunty, Tulsa High School, Tulsa, Oklahoma.
 W. W. Borden, High School, South Bend, Indiana.

Class of 1929

- S. M. Fort, High School, Mitchell, South Dakota.
 E. A. Spaulding, High School, Gary, Indiana.
 J. W. Studebaker, Public Schools, Des Moines, Iowa.
 Mr. Hargreaves, High School, Minneapolis, Minnesota.
 H. B. Loomis, Hyde Park High School, Chicago, Illinois.
 J. L. Shouse, Westport High School, Kansas City, Missouri.

Class of 1930

- John Craig, High School, Muskegon, Michigan.

Samuel Horine, High School, St. Louis, Missouri.

J. F. Wellemeyer, Central High School, Kansas City, Kansas.

Paul W. Huruly, High School, Grand Island, Nebraska.

John W. Richards, Lake Forest Academy, Lake Forest, Illinois.

T. J. McCormack, High School, LaSalle, Illinois.

C. Commission on Unit Courses and Curricula

OFFICERS

Chairman—L. W. Smith, Supt. of Schools, Joliet, Illinois.

Secretary—Thomas M. Deam, High School, Joliet, Illinois.

COLLEGE MEMBERS

Class of 1928

C. O. Davis, Professor of Secondary Education, University of Michigan, Ann Arbor, Michigan.

J. A. Clement, Professor of Education, University of Illinois, Urbana, Illinois.

J. M. Wood, President Stephens Jr. College, Columbia, Missouri.

R. M. Tryon, Professor of Teaching of History, University of Chicago, Chicago, Illinois.

Class of 1929

H. L. Smith, Dean of College of Education, University of Indiana, Bloomington, Indiana.

C. E. Chadsey, Dean of College of Education, University of Illinois, Urbana, Illinois.

John E. Foster, Dean of Men, Iowa State College, Ames, Iowa.

L. A. Pechstein, Dean of Education, University of Cincinnati, Cincinnati, Ohio.

Class of 1930

Earl Huddleson, Professor of Education,

University of Minnesota, Minneapolis, Minnesota.

J. E. Stout, Dean of the School of Education, Northwestern University, Evanston, Illinois.

W. L. Uhl, Professor of Secondary Education, University of Wisconsin, Madison, Wisconsin.

L. V. Koos, Professor of Secondary Education, University of Minnesota, Minneapolis, Minnesota.

SECONDARY SCHOOL MEMBERS

Class of 1928

Thomas M. Deam, Joliet High School, Joliet, Illinois.

J. V. Masters, Principal of High School, Omaha, Nebraska.

L. W. Smith, Principal of High School, Joliet, Illinois.

Frank P. Whitney, Assistant Superintendent of Schools, Cleveland, Ohio.

Class of 1929

H. H. Ryan, Principal of University H. S., Ann Arbor, Michigan.

H. V. Church, Principal J. Sterling Morton H. S., Cicero, Illinois.

H. L. Miller, Principal University H. S., Madison, Wisconsin.

Harry Keeler, Principal Lindbloom H. S., Chicago, Illinois.

Class of 1930

E. H. Kemper McComb, Principal Emerick M. T. High School, Indianapolis, Indiana.

Wm. French, Principal of High School, Lincoln, Nebraska.

Wm. Pracken, Principal of High School, Highland Park, Illinois.

W. J. S. Bryan, Assistant Superintendent of High School, St. Louis, Missouri.

Proceedings of the Commission on Institutions of Higher Education

I. Report of the Commission on Institutions of Higher Education as Approved by the Executive Committee and the Association

By GEORGE F. ZOOK, SECRETARY

Your Commission on Institutions of Higher Education submits the following report of its activities for the current year, and the usual group of recommendations as to the institutions which fall under its jurisdiction.

In accordance with instructions from the Commission, the Board of Review passed on the financial reports of accredited institutions in connection with the 1927 financial requirements, all cases of reinspection, all cases of surveys, and all new applications for accrediting presented this year. The Board of Review consisted of the following:

President E. C. Elliott, Purdue University.

President R. M. Hughes, Miami University.

President George F. Zook, University of Akron.

Dean J. R. Effinger, University of Michigan.

Principal George Buck, Shortridge High School, Indianapolis, Indiana.

President W. P. Morgan, Western Illinois State Teachers College.

Reverend Dr. Wm. F. Cunningham, University of Notre Dame.

ACTION ON ACCREDITING INSTITUTIONS

Following the recommendations of the

Board of Review, the following actions were taken by the Commission relative to questions of accrediting higher institutions.

1. The following institutions were dropped from the accredited list for failure to meet the 1927 financial requirements:

(1) Defiance College, Defiance, Ohio.

(2) Friends University, Wichita, Kansas.

(3) Lombard College, Galesburg, Ill.

(4) McPherson College, McPherson, Kansas.

(5) Ripon College, Ripon, Wisconsin.

(6) Tarkio College, Tarkio, Missouri.

(7) Upper Iowa University, Fayette, Iowa.

(8) Hardin College, Mexico, Missouri.

2. Voted that the Secretary should arrange for a survey of Drake University within the next thirty days, and that this commission recommend to the executive committee of the Association that the Board of Review be empowered to accredit or drop Drake University after reviewing the results of the survey,—such action to be taken within the next forty-five days.

3. The following Junior Colleges

which failed to meet the 1927 financial requirements were accredited following a complete survey, in accordance with the resolution adopted in 1926 authorizing such procedure:

(1) Christian College, Columbia, Missouri (Subject to reinspection in 1928).

(2) Monticello Seminary, Godfrey, Ill. (Subject to annual review).

(3) The Principia, St. Louis, Mo. (Subject to reinspection in 1928).

(4) Stephens College, Columbia, Missouri. (Subject to annual review).

4. In connection with the accrediting of Stephens College, the following special resolution was adopted:

"Voted that Stephens College be permitted to carry on an educational experiment for a period of five years involving the downward extension of the junior college into the fields of junior and senior high school education and contemplating the obliteration of the lines of demarkation now existing between the last year of the usual four year high school and the first year of the junior college; provided that in order to assure the maintenance of proper junior college standards the President of Stephens College be required to report annually on the progress of the experiment to a committee of three persons appointed by the Chairman of the Commission."

5. Battle Creek College, Battle Creek, Michigan, was continued on the accredited list and ordered reinspected in 1928.

6. The following colleges, newly applying were added to the accredited list:

(1) Antioch College, Yellow Springs, Ohio. (Survey). Subject to annual review.

(2) Concordia College, Moorhead, Minn.

(3) Ouachita College, Arkadelphia, Ark.

(4) St. Ambrose College, Davenport, Iowa. (Subject to reinspection in 1928).

(5) St. Benedict's College, Atchison, Kansas.

(6) West Virginia Collegiate Institute, Institute, W. Va.

(7) Municipal University of Wichita, Wichita, Kansas.

(8) West Virginia Wesleyan College, provided that satisfactory documentary evidence be submitted to the Secretary within fifteen days showing that the financial requirement has been fully met as verbally reported.

7. The following colleges, newly applying were declined:

(1) Evansville College, Evansville, Indiana (Survey).

(2) Marshall College, Huntington, W. Va.

(3) Regis College, Denver, Colorado.

(4) Salem College, Salem, W. Va.

(5) Sterling College, Sterling, Kansas.

8. Flint Junior College, Flint, Michigan was continued on the accredited list and ordered reinspected in 1928.

9. The following Junior Colleges, newly applying, were added to the accredited list:

(1) Bay City Junior College, Bay City, Mich.

(2) Kemper Military School, Boonville, Missouri (Survey). Subject to annual review.

(3) Morton Junior College, Cicero, Illinois.

10. The following Junior Colleges, newly applying, were declined:

(1) Arkansas City Junior College, Arkansas City, Kansas.

(2) Blackburn College, Carlinville, Illinois.

(3) Gila College, Thatcher, Arizona.

(4) Jonesboro College, Jonesboro, Arkansas.

(5) Mission House College, Plymouth, Wisconsin.

(6) New River State School, Montgomery, W. Va.

11. The following teacher-training institutions, ordered reinspected last year, were continued on the teacher-training list:

(1) Southern Illinois State Normal University, Carbondale, Illinois.

(2) Lincoln University, Jefferson City, Missouri. (Subject to reinspection in 1928).

12. The following institutions were dropped from the accredited list for the reasons designated:

(1) Champion College of the Sacred Heart, Prairie du Chien, Wisconsin. Collegiate Department discontinued.

(2) Chicago College of Osteopathy, Chicago, Ill. Resigned October 25, 1926. Junior college discontinued.

(3) Howard-Payne Junior College, Fayette, Mo. No longer in operation, the plant and equipment having been turned over to Central College in the same location.

13. Voted that the higher institutions now on the several accredited lists and those accredited by the Commission at the present session be recommended to the Executive Committee of the Association for approval.

14. Cornell College, Mt. Vernon, Iowa, was ordered reinspected for accrediting in 1928.

15. Broadview College, La Grange, Ill., was ordered reinspected for accrediting in 1928.

ACTION ON RECOMMENDATIONS OF THE SECRETARY

16. Voted to amend the interpretation to the financial standard regarding endowment pledge notes so as to make the interpretation read "Voted to exclude endowment pledge notes and unsecured personal notes of all kinds from endowment."

17. Voted that in estimating the productive endowment of a higher institution no funds subject to annuities may be included.

18. Voted to recommend to the Association that a committee be appointed to investigate the ratio which laboratory instruction should bear to recitations and lectures in colleges and secondary schools in estimating the teaching load of the respective members of a faculty.

19. Voted that the same interpretation as to a prohibition concerning financial aid to athletes and free training table for athletes be extended to the junior colleges and teacher-training institutions as now applies to the regular four-year colleges.

20. Voted that a committee be appointed to investigate and report upon the question of faculty training in all types of higher institutions accredited by the association with a view to a possible modification or interpretation of the present standard.

21. Voted that among those who are appointed to the Board of Review should always be included the vice-chairman of the commission.

22. Voted that the chairman be authorized to appoint advisory committees in such states as from time to time may seem to him wise.

ACTION OF REPORTS OF COMMITTEES

23. Voted that the committee on graduate degrees be continued for another year and that to the committee be added Dean Wm. McPherson of Ohio State University and Mr. Walter Paine of the University of Chicago, that this committee be instructed to study this matter of graduate study and degrees further and report at the meeting in 1928.

24. Voted that the report of the Committee on Athletics be received, that copies be sent to all member institutions for suggestions, and that the committee be continued to report next year.

25. Voted to receive, approve and transmit to the General Association for consideration in connection with the same subject the recommendations of the committee on admission from Senior High Schools.

26. Voted that the Committee on Evening Education be continued for one year.

27. Voted that the report of the Committee on Cost of Instruction be received, and that the committee be continued to report again next year.

28. Voted to accept the report and adopt the recommendations contained in the report of the Committee on Professional Training of Faculty in Colleges and Universities, that the Committee be continued and that provisions be made for the committee to go forward with its work.

29. Voted that such teacher-training institutions in the North Central territory as meet the standards of accredited institutions of higher education for col-

leges and universities may be accredited by the North Central Association in the regular way as colleges by applying these standards, although these colleges are professional institutions and grant professional degrees.

The following motion was lost:

"That such teacher-training institutions in the North Central territory as meet the standards of the North Central Association for institutions primarily for the training of teachers may be accredited by the North Central Association in the regular way as senior or junior colleges by applying the standards which are now in force in the North Central Association.

30. Voted that the officers of the Commission be instructed to apply the present standards for teacher-training institutions during the coming year; that complete information be placed in the hands of the members of the commission and the executives of all teacher training institutions in the territory, and that the whole matter of standards for teacher training institutions be made a special order of business at the next annual meeting of the commission.

31. Voted that the present officers of the Commission be reelected for next year, as follows:

Chairman:

President Edward C. Elliott,
Purdue University.

Vice-Chairman:

President R. M. Hughes,
Miami University.

Secretary:

President George F. Zook,
University of Akron.

II. Standards of Accredited Institutions of Higher Education

A. COLLEGES AND UNIVERSITIES

1. *Definition.**

A standard American college, university or technological institution—designated as “college” in this statement of standards—is an institution:

(a) which is legally authorized to give non-professional Bachelor’s degrees;

(b) which is organized definitely on the basis of the completion of a standard secondary school curriculum;

(c) which organizes its curricula in such a way that the early years are a continuation of, and a supplement to the work of the secondary school and at least the last two years are shaped more or less distinctly in the direction of special, professional or graduate instruction.

2. *Admission.*

The college shall require for admission at least fifteen units of secondary work as defined by this Association, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency or evidenced by the result of examinations. The major portion of the units accepted for admission should be definitely correlated with curriculum to which the student is admitted.

3. *Graduation.*

The college shall require for graduation the completion of a minimum quantitative requirement of 120 semester hours** of credit (or the equivalent in term hours, quarter hours, points, majors or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

4. *Faculty—Size.*

The college of 200 students or less, with a single curriculum, shall maintain at least eight distinct departments, each having at least one person of professorial rank, giving full time to the college work of his department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be proportionately increased. The development of varied curricula shall involve the addition of further heads of departments.

5. *Faculty—Training.*

The minimum scholastic requirement of all teachers shall be graduation from a college belonging to this Association, or the equivalent. The training of the members of the faculty of professorial rank shall include at least two years of study in their respective fields of teaching in a recognized graduate school, presumably including the Master’s degree. For heads of departments, training should be equivalent to that required for the Ph.D. degree or should represent corresponding professional or technological training. The teacher’s success is to be determined by the efficiency of his teaching as well as his research work. The college should be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers, bears to the total number of the teaching staff.

6. *Faculty—Service.*

The number of hours of class-room work given by each teacher will vary in different departments. To determine this, the amount of preparation required for the class and the amount of time needed for study to keep abreast of the subject, together with the number of students, must be taken into account. Teaching schedules exceeding 16 recitation hours or their equivalent per week, per instructor, will be interpreted as endangering educational efficiency. Institutions which have teachers whose schedules exceed this number must report the facts annually to the Secretary of the Commission on Institutions of Higher Education.

7. *Size of Classes.*

Classes (exclusive of lectures) of more than thirty students should be interpreted as endangering educational efficiency. Institutions which have classes of larger size shall report the fact annually to the Secretary of the Commission.

8. *Preparation of Students for Advanced Study.*

The college shall be able to prepare its graduates to enter recognized graduate schools as candidates for the advanced degrees.

9. *General Standards.†*

The character of the curriculum, the efficiency of the instruction and the scientific spirit, the standard for regular degrees, conservatism in granting honorary degrees, and the tone of the institution shall be factors in determining eligibility for accrediting.

10. *Registration.*

No institution shall be admitted to the accredited list, or continued more than

one year on such list, unless it has a regular college registration of at least 100 students. A notably small proportion of college students registered in the third and fourth years, continued over a period of several years, will constitute ground for dropping an institution from the accredited list.

11. *Libraries and Laboratories.*

The college shall have a live, well-distributed, professionally administered library of at least 8,000 volumes exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books and current periodicals. It is urged that such appropriation be at least five dollars per student registered.

The college shall be provided with a laboratory equipment sufficient to develop fully and illustrate each course announced.

12. *Finances.‡*

The college, if a corporate institution, shall have a minimum annual income of \$50,000 for its educational program one-half of which shall be from sources other than payments by students, and an additional annual income of \$5,000, one-half of which shall be from sources other than payments by students, for each 100 students above 200. Such college, if not tax-supported, shall possess a productive endowment of \$500,000 and an additional endowment of \$50,000 for each additional 100 students above 200. Income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations shall be credited to the extent actually received as 5% income toward the endowment requirement, but to an amount

not exceeding the average annual income from such appropriation in the preceding five years, provided, however, that this shall not apply to more than the amount required in excess of \$300,000; and provided, further, that colleges electing to qualify under this interpretation be subject to annual review for accrediting.

13. *Secondary Schools.*

A college should not maintain a secondary school as part of its college organization.

*The following action was taken in 1927:

Voted that such teacher-training institutions in the North Central territory as meet the standards of higher education for colleges and universities may be accredited by the North Central Association in the regular way as colleges by applying these standards, although these colleges are professional institutions and grant professional degrees.

**A semester hour is here used to designate credit for one class period per week of not less than fifty minutes for one semester of at least 18 weeks.

†In 1926, the Association approved the action of the Commission as follows:

Voted that under Standard 9 for colleges, the Commission rules that any form of financial aid to athletes, or a free training table for athletes, renders an institution ineligible for accrediting.

‡The following actions have been taken by the Association relative to Standard 12:

1. Interpretation of "enrollment." (Adopted 1926).

A. Endowment shall be computed on the total average enrollment of all schools having a regular standard calendar (2 semesters, 3 terms, 4 quarters) and requiring full-time or approximately full-time attendance (e. g., College of Arts, Schools of Law, Medicine, Music, Art, etc.).

B. Enrollment in schools or organizations for part-time students (e. g., night students, Saturday students, special short-term summer students, etc.) may be disregarded, if such schools or organizations are wholly self-supporting, i. e., maintained by fees collected or funds derived from other than endowment sources.

C. If such schools or organizations are not self-supporting, the enrollment shall likewise be disregarded but the average sum drawn from proceeds of endowment funds for the

14. *Professional Departments.*

When an institution has, in addition to the College of Liberal Arts, professional or technical schools or departments, the College of Liberal Arts shall not be accepted for the approved list of the Association unless the professional or technical departments are of an accepted grade.

15. *Inspection.*

No college should be accredited until it has been inspected and reported upon by an agent or agents regularly appointed by this Association.

three years preceding the report to the Association shall be capitalized at five per cent. and the amount deducted from the grand total of endowment.

2. Actions pertaining to endowment.

A. Voted that mortgage loans be accepted as endowment even when no income is yielded during the year covered by report, it being understood that the secretary will investigate and report on any special cases in which a large per cent of such endowment is non-productive. (1926).

B. Voted to include land wholly under the control of the institution as endowment, even though unproductive of income in year of report. (1926).

C. Voted that the Commission interprets Standard 12 for colleges to include individual church congregations as equally satisfactory sources of regular income as church boards, subject to the same conditions as set forth in Standard 12. (1925).

D. The following have been excluded from endowment acceptable to the Association:

(1) Dormitories, and all other buildings used for college purposes. (1926).

(2) Endowment pledge notes. (1926).

(3) Unsecured personal notes of all kinds. (1927).

(4) Estate notes. (1926).

(5) Funds subject to annuities. (1927).

Note—The following action was taken in 1926 regarding surveys:

Voted that the recommendation for the accrediting of any institution not meeting fully the standards of the Association be contingent upon a complete and competent survey of such institution, at the expense of the institution, and that the officers of the Commission be authorized to order and direct such surveys, the results of which shall be submitted to the standing Committee on Review.

B. INSTITUTIONS PRIMARILY FOR THE TRAINING OF TEACHERS

The Standard American Institution Primarily for the Training of Teachers is a school with two-year, three-year, and four-year curricula designed to afford such general and professional education as will best fit students for specific teaching in American public schools, such curricula to be based upon a general education equivalent to at least that represented by graduation from a standard four-year high school. The work of the curriculum for such professional training of teachers, whether general or specific, shall comprise courses of collegiate grade only, provided that in sections of the country where conditions require, courses of secondary grade may be given for the purpose of preparing grade teachers for work in rural schools.

The following constitute the minimum standards for accrediting institutions primarily for the training of teachers:

1. The minimum scholastic requirement of all teachers in such schools (except teachers of the so-called special subjects in elementary schools, including music, drawing and manual training, and assistants in the training school) shall be equivalent to graduation from a college belonging to this Association, supplemented by special training or experience, or both, of at least three years. Graduate study and training in research equivalent to that required for the master's degree are urgently recommended, but the teacher's success is to be determined by the efficiency of his teaching, as well as by his research work.

2. Such schools shall require for admission not less than fifteen secondary units as defined by this Association. Students admitted with less than fifteen

units shall be designated as special or unclassified students.

3. Such school shall require not less than 60 semester hours for graduation, and not less than 120 semester hours or equivalent credit for any degree.

4. Such schools shall be provided with library and laboratory equipment sufficient to develop adequately and to illustrate each course announced.

5. Such schools shall provide adequate facilities for practice teaching and observation.

6. Such schools shall receive an annual income for maintenance and operation of not less than \$50,000, or if less, at least \$150 per year per student in average attendance.

7. The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for students and teachers.

8. The average teaching program of a teacher in such schools shall not exceed 15 clock hours per week in actual teaching or the equivalent in class-room, laboratory, shop, or supervisory instruction. The class unit for instruction shall not exceed 30 students.

9. The character of the curriculum, the efficiency of instruction, the professional spirit, and the tone of the institution shall also be factors in determining eligibility.

10. No institution shall be admitted to the approved list unless it has a total registration of at least 100 students from

September to June whose preliminary preparation is the equivalent of at least graduation from a four-year high school.

No institution shall be accredited or retained on the accredited list unless a regular blank has been filed with the Commission, and is filed triennially, un-

less the inspectors have waived the presentation of the triennial blank.

Note—The following action was taken by the Association in 1927:

Voted that the same interpretation as to a prohibition concerning financial aid to athletes and free training table for athletes be extended to the junior colleges and teacher-training institutions as now applies to the regular four-year colleges.

C. JUNIOR COLLEGES

1. *Definition.*

A standard junior college is an institution of higher education with a curriculum covering two years of collegiate work (at least sixty semester hours, or the equivalent in year, term, or quarter credits), which is based upon and continues or supplements the work of secondary instruction as given in any accredited four-year high school. A semester hour is defined as one period of class-room work in lecture or recitation extending through not less than fifty minutes net or their equivalent per week for a period of eighteen weeks, two periods of laboratory work being counted as the equivalent of one hour of lecture or recitation.

2. *Admission.*

The junior college shall require for admission at least fifteen units of secondary work as defined by this Association, or the equivalent. These units must represent work done in a secondary school approved by a recognized accrediting agency or by the result of examinations. The major portion of the units accepted for admission must be definitely correlated with the curriculum to which the student is admitted.

3. *Organization.*

The work of the junior college shall be organized on a college, as distin-

guished from high school, basis, so as to secure equivalency in prerequisites, scope and thoroughness to the work done in the first two years of a standard college as defined by this Association.

4. *Faculty.*

The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a college belonging to this Association, or an equivalent, and, in addition, graduate work in a university of recognized standing amounting to one year. The teaching schedule of instructors shall not exceed eighteen hours per week; fifteen hours is recommended as the maximum.

5. *Size of Classes.*

Classes, exclusive of lectures, of more than thirty students shall be interpreted as endangering educational efficiency. Junior colleges having classes of larger size shall report the facts annually to the Commission.

6. *Registration.*

No junior college shall be accredited unless it has at least sixty students regularly registered in accordance with these standards. Of those enrolled at least one-third should be in the second year.

7. *Libraries and Laboratories.*

The junior college shall have a live, well-distributed and efficiently administered library of at least 3,000 volumes,

exclusive of public documents, selected with special reference to college work and with a definite annual appropriation for the purchase of current books and periodicals. It is urged that such an appropriation be at least \$800. The junior college shall be provided with laboratories fully equipped to illustrate each course announced.

8. *Finances.*

The minimum annual operation income for the educational program of the junior college should be at least \$20,000, of which not less than \$10,000 should be derived from stable sources other than students' fees, such as public support, permanent endowments, or income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations. Such latter income shall be credited to the extent actually received, but to an amount not

exceeding the average income from such appropriations for the preceding five years.

9. *Inspection.*

No junior college shall be accredited until it has been inspected and reported upon by an agent or agents appointed by this association. Such inspection will not be authorized until the second year of the junior college shall have been in full operation for at least one full year.

Note—The following actions of the Association are now in force:

Voted that the same interpretation as to a prohibition concerning financial aid to athletes and free training table for athletes be extended to the junior colleges and teacher-training institutions as now applies to the regular four-year colleges. (Adopted 1927).

Voted that the recommendation for the accrediting of any institution not meeting fully the standards of the Association be contingent upon a complete and competent survey of such institution, at the expense of the institution, and that the officers of the Commission be authorized to order and direct such surveys, the results of which shall be submitted to the standing Committee on Review. (Adopted 1926).

III. List of Accredited Institutions of Higher Education 1926-27

Note—Institutions marked “*” were added to the list in 1927 in the prescribed manner. Institutions marked “†” were accredited subject to annual review (See Standard No. 12). Institutions marked “‡” were accredited subject to reinspection in 1928. Institutions marked “d” have not paid their dues for 1927 and hence are not members of the Association.

A. COLLEGES AND UNIVERSITIES

Akron, University of,
Akron, Ohio.

†Albion College,
Albion, Michigan.

Alma College,
Alma, Michigan.

*†Antioch College,
Yellow Springs, Ohio.

Arizona, University of,
Tuscon, Arizona.

Arkansas, University of,
Fayetteville, Arkansas.

Armour Institute of Technology
Chicago, Illinois.

†Augustana College and Theological
Seminary,

Rock Island, Illinois.

Baker University,
Baldwin City, Kansas.

Baldwin-Wallace College,
Berea, Ohio.

Battle Creek College,
Battle Creek, Michigan.

Beloit College,
Beloit, Wisconsin.

Bethany College,
Bethany, West Virginia.

Bradley Polytechnic Institute,
Peoria, Illinois.
Butler University,
Indianapolis, Indiana.
†Capital University,
Columbus, Ohio.
Carleton College,
Northfield, Minnesota.
†Carroll College,
Waukesha, Wisconsin.
†Carthage College,
Carthage, Illinois.
Case School of Applied Science,
Cleveland, Ohio.
Central College,
Fayette, Missouri.
Chicago, University of,
Chicago, Illinois.
Cincinnati, University of,
Cincinnati, Ohio.
Coe College,
Cedar Rapids, Iowa.
Colorado Agricultural College,
Fort Collins, Colorado.
Colorado College,
Colorado Springs, Colorado.
Colorado, University of,
Boulder, Colorado.
Columbia College,
Dubuque, Iowa.
*†Concordia College,
Moorhead, Minnesota.
‡Cornell College,
Mt. Vernon, Iowa.
Creighton University,
Omaha, Nebraska.
Culver-Stockton College,
Canton, Missouri.
†Dakota Wesleyan University,
Mitchell, South Dakota.
Denison University,
Granville, Ohio.
Denver, University of,
Denver, Colorado.
De Paul University,

Chicago, Illinois.
De Pauw University,
Greencastle, Indiana.
Detroit, College of the City of,
Detroit, Michigan.
†Doane College,
Crete, Nebraska.
†Drake University,
Des Moines, Iowa.
Drury College,
Springfield, Missouri.
Dubuque, University of,
Dubuque, Iowa.
Earlham College,
Richmond, Indiana.
†Emporia, College of,
Emporia, Kansas.
Eureka College,
Eureka, Illinois.
Franklin College,
Franklin, Indiana.
Grinnell College,
Grinnell, Iowa.
†Gustavus Adolphus College,
St. Peter, Minnesota.
Hamline University,
St. Paul, Minnesota.
Hanover College,
Hanover, Indiana.
†Hastings College,
Hastings, Nebraska.
Heidelberg College,¹
Tiffin, Ohio.
†Hendrix College,
Conway, Arkansas.
Hillsdale College,
Hillsdale, Michigan.
Hiram College,
Hiram, Ohio.
Hope College,
Holland, Michigan.
Huron College,
Huron, South Dakota.
Illinois College,
Jacksonville, Illinois.

¹Name changed from Heidelberg University.

- Illinois, University of,
 Urbana, Illinois.
 Illinois Wesleyan University,
 Bloomington, Illinois.
 Illinois Woman's College,
 Jacksonville, Illinois.
 Indiana University,
 Bloomington, Indiana.
 Iowa State College of Agriculture and
 Mechanic Arts,
 Ames, Iowa.
 Iowa, State University of,
 Iowa City, Iowa.
 †Iowa Wesleyan College,
 Mt. Pleasant, Iowa.
 James Milliken University,
 Decatur, Illinois.
 Jamestown College,
 Jamestown, North Dakota.
 John Carroll University,
 Cleveland, Ohio.
 Kalamazoo College,
 Kalamazoo, Michigan.
 Kansas State Agricultural College,
 Manhattan, Kansas.
 Kansas, University of,
 Lawrence, Kansas.
 Kenyon College,
 Gambier, Ohio.
 Knox College,
 Galesburg, Illinois.
 Lake Erie College,
 Painesville, Ohio.
 Lake Forest College,
 Lake Forest, Illinois.
 Lawrence College,
 Appleton, Wisconsin.
 Lewis Institute,
 Chicago, Illinois.
 Lindenwood College,
 St. Charles, Missouri.
 Loretto Heights College,
 Loretto Heights, Colorado.
 Loyola University,
 Chicago, Illinois.
- †Luther College,
 Decorah, Iowa.
 Macalester College,
 St. Paul, Minnesota.
 Marietta College,
 Marietta, Ohio.
 Marquette University,
 Milwaukee, Wisconsin.
 Marygrove College,²
 Detroit, Michigan.
 Miami University,
 Oxford, Ohio.
 Michigan State College of Agriculture
 and Applied Science,
 East Lansing, Michigan.
 Michigan, University of,
 Ann Arbor, Michigan.
 Milwaukee-Downer College,
 Milwaukee, Wisconsin.
 Minnesota, University of,
 Minneapolis, Minnesota.
 Missouri, University of,
 Columbia, Missouri.
 Missouri Valley College,
 Marshall, Missouri.
 Monmouth College,
 Monmouth, Illinois.
 Montana State College,
 Bozeman, Montana.
 Montana, University of,
 Missoula, Montana.
 †Morningside College,
 Sioux City, Iowa.
 Mount St. Joseph College,
 Dubuque, Iowa.
 †Mount Union College,
 Alliance, Ohio.
 †Muskingum College,
 New Concord, Ohio.
 Nebraska, University of,
 Lincoln, Nebraska.
 Nebraska Wesleyan University,
 University Place, Nebraska.

²Formerly located at Monroe.

- New Mexico College of Agriculture and Mechanics Arts,
State College, New Mexico.
- New Mexico, State University of,
Albuquerque, New Mexico.
- †North Central College,³
Naperville, Illinois.
- North Dakota Agricultural College,
Fargo, North Dakota.
- North Dakota, University of,
Grand Forks, North Dakota.
- Northwestern University,
Evanston, Illinois.
- Notre Dame, University of,
Notre Dame, Indiana.
- Oberlin College,
Oberlin, Ohio.
- Ohio State University,
Columbus, Ohio.
- Ohio University,
Athens, Ohio.
- Ohio Wesleyan University,
Delaware, Ohio.
- Oklahoma Agricultural and Mechanical College,
Stillwater, Oklahoma.
- Oklahoma College for Women,
Chickasha, Oklahoma.
- Oklahoma, University of,
Norman, Oklahoma.
- †Ottawa University,
Ottawa, Kansas.
- Otterbein College,
Westerville, Ohio.
- *†Ouachita College,
Arkadelphia, Arkansas.
- Park College,
Parkville, Missouri.
- †Parsons College,
Fairfield, Iowa.
- Penn College,
Oskaloosa, Iowa.
- †Phillips University,
Enid, Oklahoma.
- Purdue University,
Lafayette, Indiana.
- Rockford College,
Rockford, Illinois.
- Rosary College,
River Forest, Illinois.
- Rose Polytechnic Institute,
Terre Haute, Indiana.
- *†St. Ambrose College,
Davenport, Iowa.
- *St. Benedict's College,
Atchison, Kansas.
- St. Catharine, College of,
St. Paul, Minnesota.
- St. Louis University,
St. Louis, Missouri.
- St. Mary's College,
Notre Dame, Indiana.
- †St. Mary's College,
Prairie du Chien, Wisconsin.
- St. Mary's College,
St. Mary's, Kansas.
- St. Mary-of-the-Woods College,
Saint Mary-of-the-Woods, Indiana.
- †St. Olaf College,
Northfield, Minnesota.
- St. Teresa, College of,
Winona, Minnesota.
- St. Thomas, College of,
St. Paul, Minnesota.
- St. Xavier College,
Cincinnati, Ohio.
- †Shurtleff College,
Alton, Illinois.
- †Simpson College,
Indianola, Iowa.
- South Dakota State School of Mines,
Rapid City, South Dakota.
- South Dakota State College of Agriculture and Mechanic Arts
Brookings, South Dakota.
- South Dakota, University of,
Vermillion, South Dakota.
- †Southwestern College,
Winfield, Kansas.

³Formerly North-Western College.

Toledo, University of the City of, Toledo, Ohio.	Westminister College, Fulton, Missouri.
Wabash College, Crawfordsville, Indiana.	†Wheaton College, Wheaton, Illinois.
Washburn College, Topeka, Kansas.	*Wichita, Municipal University of, Wichita, Kansas.
Washington University, St. Louis, Missouri.	William Jewell College, Liberty, Missouri.
Webster College, Webster Groves, Missouri.	Wisconsin, University of, Madison, Wisconsin.
*West Virginia Collegiate Institute, Institute, W. Va.	Wittenberg College, Springfield, Ohio.
West Virginia University, Morgantown, W. Va.	Wooster, College of, Wooster, Ohio.
*†West Virginia Wesleyan College, Buckhannon, W. Va.	Wyoming, University of, Laramie, Wyoming.
Western College for Women, Oxford, Ohio.	†Yankton College, Yanktown, South Dakota.
Western Reserve University, Cleveland, Ohio.	Total, 163.

B. INSTITUTIONS PRIMARILY FOR THE TRAINING OF TEACHERS

Note—Arranged alphabetically by states. The list appears without designation of the length of the courses of instruction offered by the accredited institutions.

Colorado

Colorado State Teachers College,
Greeley.
Western State College of Colorado,
Gunnison.

Illinois

Southern Illinois State Normal University,
Carbondale.
Eastern Illinois State Teachers College,
Charleston.
Northern Illinois State Teachers College,
DeKalb.
Western Illinois State Teachers College,
Macomb.
Illinois State Normal University,
Normal.

Indiana

Indiana State Normal School, Eastern
Division,
Muncie.
Indiana State Normal School,
Terre Haute.

Iowa

Iowa State Teachers College,
Cedar Falls.

Kansas

Kansas State Teachers College,
Emporia.
Kansas State Teachers College,
Hays.
Kansas State Teachers College,
Pittsburg.

Michigan

Detroit Teachers College,
 Detroit.
 Western State Normal School,
 Kalamazoo.
 Northern State Normal,
 Marquette.
 Central Michigan Normal School,
 Mount Pleasant.
 Michigan State Normal College,
 Ypsilanti.

Minnesota

State Teachers College,
 Moorhead.
 St. Cloud State Teachers College
 St. Cloud.
 Winona State Teachers College,
 Winona.

Missouri

Southeast Missouri State Teachers Col-
 lege,
 Cape Girardeau.
 ‡Lincoln University,
 Jefferson City.
 Teachers College,
 Kansas City.
 State Teachers College,
 Kirksville.
 Northwest Missouri State Teachers Col-
 lege,
 Maryville.
 Harris Teachers College,
 St. Louis.
 Southwest Missouri State Teachers Col-
 lege,
 Springfield.
 Central Missouri State Teachers College,
 Warrensburg.

Montana

Montana State Normal College,
 Dillon.

Nebraska

Nebraska State Normal College,
 Chadron.

Nebraska State Teachers College,
 Kearney.
 Nebraska State Normal School and
 Teachers College,
 Peru.
 State Normal School and Teachers Col-
 lege,
 Wayne.

New Mexico

New Mexico Normal University,
 East Las Vegas.
 New Mexico State Teachers College,
 Silver City.

North Dakota

State Normal and Industrial School,
 Ellendale.
 State Teachers College,
 Mayville.
 Teachers College,
 Minot.
 State Teachers College,
 Valley City.

Ohio

State Normal College,
 Bowling Green.
 Cleveland School of Education,
 Cleveland.
 Kent State Normal College,
 Kent.
^dCollege of Education,
 Ohio University, Athens.
^dTeachers College, Miami University,
 Oxford.

Oklahoma

East Central State Teachers College,
 Ada.
 Northwestern State Teachers College,
 Alva.
 Southwestern State Teachers College,
 Durant.
 Central State Teachers College,
 Edmond.
 Northeastern State Teachers College,
 Tahlequah.

^dDues unpaid; not members of the Association.

Southwestern State Teachers College,
Weatherford.

South Dakota

Northern Normal and Industrial School,
Aberdeen.

Eastern State Normal School, Madison.
Wisconsin

Superior State Normal School,
Superior.
Total, 54.

C. JUNIOR COLLEGES

*Bay City Junior College,
Bay City, Michigan.

Broadview College,
La Grange, Illinois.

Central College,
Conway, Arkansas.

Central Y. M. C. A. College,
Chicago, Illinois.

‡Christian College,
Columbia, Missouri.

Crane Junior College,
Chicago, Illinois.

Elmhurst College,
Elmhurst, Illinois.

Emmanuel Missionary College,
Berrien Springs, Michigan.

Flat River, Junior College of,
Flat River, Missouri.

Flint Junior College,
Flint, Michigan.

Frances Shimer Junior College,
Mount Carroll, Illinois.

Graceland College,
Lamoni, Iowa.

Grand Rapids Junior College,
Grand Rapids, Michigan.

Hibbing Junior College,
Hibbing, Minnesota.

Highland Park Junior College,
Highland Park, Michigan.

Joliet Junior College,
Joliet, Illinois.

Kansas City, Junior College of,
Kansas City, Missouri.

*†Kemper Military School,
Boonville, Missouri.

‡Mason City Junior College,
Mason City, Iowa.

†Monticella Seminary,
Godfrey, Illinois.

*Morton Junior College,
Cicero, Illinois.

Mount St. Charles College,
Helena, Montana.

North Park College,
Chicago, Illinois.

Northeastern Oklahoma Junior College,
Miami, Oklahoma.

Panhandle Agricultural and Mechanical
College,
Goodwill, Oklahoma.

Potomac State School,
Keyser, West Virginia.

‡Principia, The,
St. Louis, Missouri.

Regis College,
Denver, Colorado.

Rochester Junior College,
Rochester, Minnesota.

St. Joseph, Junior College of the School
District of,

St. Joseph, Missouri.

†Stephens College,
Columbia, Missouri.

Union College,
College View, Nebraska.

Virginia Junior College,
Virginia, Minnesota.

William Woods College,
Fulton, Missouri.

Total, 34.

‡Dues unpaid; not a member of the Association.

IV. Report of the Secretary to the Commission on Higher Education

After a deliberative body has been in session continuously for a long time it is likely to lose some of the balance which characterizes its earlier sessions. Important actions are taken in radical haste at the end of a weary day which otherwise would be questioned at length before a decision was reached. In no other way can I account for the unlimited power and trustful faith conferred by the Commission on the present chairman and vice-chairman who last year, at the close of a busy day, were empowered "to appoint a secretary of the Commission."

It, that time I was sojourning in Southern Utah, presumably free from attack. By the time I returned, these two gentlemen, aided and abetted by fellow conspirators had set a net which would do credit to the canniest frontiersman. That I became enmeshed in its toils and ultimately succumbed to the temptation to accept the office is certainly more of a tribute to the hunting ability of these men than it is to my judgment in resisting temptation. However, I must confess that once having ensnared me, the chairman and the vice-chairman have offered valient, voluminous, and valuable advice as to how to wiggle out of each distressing kink in the net of difficulties according to the law and the great body of developing traditions of the Association, some of which reaches back to the ancient days of Babcock and his predecessors. In other words, they have cooperated with me wonderfully well.

Secretary's Office

I wish to confirm President Hughes' statement made at the last meeting of this Commission to the effect that there

is a great deal of work connected with the office of secretary to this Commission. Fortunately the raising of the dues last year provided sufficient funds to employ a full time assistant in the office. Without this assistance I am quite certain that it would have been impossible for me to have carried on the secretary's office successfully. The experience of the past year makes me wonder how the previous secretaries of the Commission were able to do so. Certainly the Commission and the Association owe them a debt of gratitude for the weeks and months of service they have rendered in carrying forward the work of accrediting higher institutions in the area covered by the North Central Association.

With the help of a full time assistant to the secretary the work of the office, although increasing in amount, should be relatively easier to handle; and the members of the Association should therefore have no hesitation in requesting assistance from the secretary's office.

Budget of Expenses for the Work of the Commission

The increase of the membership fees of the higher institutions from \$10.00 to \$25.00 per year not only made possible the employment of a full time assistant in the secretary's office but it enabled the executive committee of the Association for the first time to adopt a budget of expenses for the Association, including the expense of the secretary's office and the several committees of the Commission on Higher Institutions. The budget for the year just closed was as follows:

Secretary's assistant, 7 months	\$1,666.66
Office Supplies, etc.....	200.00

Printing and Mimeographing--	250.00
Committee on Graduate Degrees	50.00
Committee on Evening Education -----	150.00
Committee on Admission from Senior High School--	100.00
Committee on Athletics-----	200.00
Committee on Accrediting Teachers Colleges -----	150.00
Committee on Cost of Instruction -----	500.00
Board of Review-----	250.00

\$3,516.66

Committee on Professional Training (previously authorized -----	200.00
---	--------

\$3,716.66

As yet it has been impossible to figure up the actual expenses of the secretary's office and the several committees, but it is known that they are well within the above budget.

Attendance at Meetings of the Commission

For several years it has been evident that there has not been a full attendance of the membership of the Commission. At the last meeting the executive officers were requested to devise a rule to compel attendance of members of the Commission on the meetings of the Commission. In view of the important and responsible duties of the Commission, the executive officers have felt constrained to recommend severe discipline for delinquent members. Therefore, at the meeting of the Executive Committee of the Association in Chicago, November 27th, 1926, it was voted that members who are absent from the sessions of the various Commissions without excuse from the respective chairmen should

submit their resignations in order that active substitutes may be appointed.

In accordance with this motion all the members of the Commission were notified in advance of this meeting. Nothing but death or total disability will be received as an excuse for absence from the meetings of the Commission. The attractions of the Chicago theatres are not included in either of these two categories!

Teacher-Training Institutions

At the meeting of the Commission last year it was voted to lay on the table for one year the report of the special committee on the revision of the standards for teacher-training institutions. The failure to act upon this important matter placed the officers of the Commission in an embarrassing position. It was known that there was considerable impetus for some kind of change which might affect or modify the entire policy of accrediting teacher-training institutions. It was believed that the question would be considered again and settled at this meeting of the Association. Under these circumstances it did not seem wise to the officers of the Commission to go forward this year with the inspection and accrediting of teacher-training institutions which applied for recognition. Consequently during the year the secretary arranged only for two reinspections of teacher-training institutions, the Southern Illinois State Teachers College at Carbondale, Illinois, and Lincoln University, Jefferson City, Missouri, which were ordered last year, and declined all new applications from teacher-training institutions for inspection. This decision may appear arbitrary to those immediately affected but I am convinced that if we can arrive at a satisfactory

solution of the standards which are to be applied to this type of higher institution we can very shortly repair any possible damage which may have resulted from this delay.

The entire question relating to standards for teachers colleges will be the subject of a report to be submitted by the special committee named for that purpose. I cannot refrain, however, from expressing the hope that the Association will continue to pursue the inclusive policy which has characterized it in the past. Contrary to the practice of the Southern Association or the Middle States and Maryland Association this organization has included the teacher-training institutions in the scope of its interests and its accrediting activities. To adopt a policy at this time which would in any wise give these institutions reason to feel that they were not welcome in this Association would, in my opinion, be a serious mistake. As I understand it, the organization exists for the purpose of promoting the cause of undergraduate education leading to the baccalaureate degree; and while there are other organizations interested in the technical phases of this period of higher education, as for example the Society for the Promotion of Engineering Education, the Association of Land Grant Colleges, the American Home Economics Association, and the American Association of Teachers Colleges, nevertheless there is certainly a place not only for the correlating influence of this organization but also for its activities as perhaps the most important accrediting agency in the country. In order to fulfill this function we need the help and advice of the various interests in all the wide field of higher education, not merely a part of them. I trust, therefore, that we may

solve the problem of accrediting teachers colleges in such a way as to give these institutions the recognition which they deserve.

Unsecured Notes as Endowment

Last year the Commission went on record as declining to accept endowment pledge notes toward the endowment requirement of the Association. This action has settled definitely a very troublesome situation. There has been, however, during the past year several instances where institutions have reported unsecured personal notes as endowment which are not endowment pledge notes. The secretary has declined to count notes of this character partly because in many instances they have not been income-producing. In order to clear up this matter, however, I wish to recommend that the motion adopted last year be amended to read, "Voted to exclude endowment pledge notes and *unsecured personal notes* of all kinds from endowment."

Annuities

At the meeting last year it was voted to refer the question as to the value of annuities counting as endowment to the Board of Review. At a meeting of the Board in Chicago on January 22, 1927, the matter was fully discussed and it was voted that in estimating the productive endowment of a higher institution, no funds subject to annuities may be included. The consideration which moved the Board to this decision was the simple fact that as long as a sum of money is subject to annuity, no matter what advanced age the annuitant may have reached, the money is not in fact income-producing. Therefore it should not be classed as productive endowment.

Laboratory Hours of Teaching

For some time it has been the custom in computing teaching load to count two hours of laboratory work as the equivalent of one hour of recitation or lecture work. There is beginning to be a feeling among the teachers of the laboratory sciences that this ratio is not entirely fair to the laboratory sciences. It has occurred to me that this subject might very well be made the subject of an investigation by a competent committee. I wish to recommend, therefore, that such a committee be appointed by the chairman.

Aid to Athletes

Last year it was voted that under Standard 9 for colleges, the Commission rules that any form of financial aid to athletes or a free training table for athletes renders an institution ineligible for accrediting. This is a very proper ruling, which has already aided in clearing up the athletic situation in one of our states to a very marked degree. I am confident that the Association has embarked on a course which will be one of the most important factors in purifying the athletic situation in our colleges. An institution which realizes that it cannot be accredited by the Association so long as it has a bad athletic situation has a real impetus to clear up a condition of this kind.

While there is perhaps less reason to be apprehensive concerning this situation in the junior colleges and the teacher-training institutions than among the regular four-year colleges, nevertheless a questionable athletic situation came to the attention of the Board of Review recently at a junior college requesting accrediting by the Association. I wish, therefore, to recommend that the same

regulation concerning financial aid to athletes and free training table for athletes be extended to junior colleges and teacher-training institutions as now applies to the regular four-year colleges.

Faculty Preparation

It is apparent from a casual examination that a number of institutions already accredited by the Association do not meet the standard concerning the preparation of the faculty in every particular. In several instances the situation has been embarrassing because institutions which are seeking accrediting, but whose applications have been denied recently, do not fail to point out the apparent deficiencies of the institutions already accredited.

Another difficulty closely related to this situation is found especially in the denominational colleges which has a number of persons on its faculty, a large part of whose advanced work consists in the subjects included in the course of study in theology. Finally, there are such special departments as music and art and even technical divisions of an institution where apparently it is more difficult to adhere strictly to the standard.

In view of these and other difficulties, the secretary last year recommended that a fairly exhaustive study of this situation should be undertaken at an early date. Nothing was done concerning the matter, however, except to revise the regular application blank for accrediting. This is not enough. I believe we should make a special study of this situation with the idea of modifying the present standard or suggesting certain interpretations of the standard which will enable the commission to pursue a better and fairer policy relative to the accrediting of

higher institutions. I wish to recommend, therefore, that a special committee be appointed to investigate and report upon the question of faculty training in all types of higher institutions accredited by the Association with a view to a possible modification or interpretation of the present standards. It may be that the information necessary for this committee's consideration of the question can be gathered in the forthcoming triennial reports.

In the meantime the secretary will send shortly a circular letter to the several institutions accredited by the Association, admonishing them to use especial care respecting this standard in such new appointments as are made to their respective faculties from time to time.

Catalog Suggestions

I wish to support the suggestion made by my predecessor that the members of the Association print in their respective catalogs not only the degrees held by professors and instructors but also the names of the institutions granting the degrees. With your permission a circular letter will be sent to the members of the Association at a later time calling attention to this request.

Accrediting Higher Institutions

The larger part of the secretary's time is occupied in receiving applications for accrediting, reviewing the data submitted, and arranging inspections and surveys. The following brief statement shows this situation during the past year. It does not include, however, the very extensive correspondence made necessary by the financial standards which went into operation for the first time this year.

Institutions Requesting Application Blanks

- 29 Colleges
- 25 Junior Colleges
- 8 Teacher-Training Institutions
-
- 62 Total.

New Applications Received

- 18 Colleges
- 11 Junior Colleges
- 8 Teacher-Training Institutions
-
- 37 Total.

Inspections Following New Applications

- 11 Colleges
- 8 Junior Colleges
- 0 Teacher-Training Institutions
-
- 19 Total.

Surveys Following New Applications

- 2 Colleges (Antioch and Evansville)
- 1 Junior College (Kemper)
-
- 3 Total

Reinspections of Accredited Institutions

- 1 College (Battle Creek)
- 1 Junior College (Flint)
- 2 Teacher-Training Institutions
(Lincoln University and the
Southern Ill. State Teachers
College, Carbondale)
-
- 4 Total.

Surveys of Accredited Institutions

- 0 Colleges
- 4 Junior Colleges (Stephens, Christian, Principia, Monticello)
-
- 4 Total.

Board of Review

Two years ago it was decided to establish a standing board of review to

which all cases relating to accrediting should be referred for recommendation prior to the annual meeting of the Commission. In this way it was hoped that greater uniformity of action would be secured on all cases for accrediting. At that time the Board was made to consist of the chairman and the secretary of the Commission ex officio, and three members appointed for terms of one, two, and three years. Last year at the recommendation of the secretary two additional members were added as representatives from the accrediting committees respectively of the American Association of Teachers Colleges and the Catholic Education Association. At the same time it was decided to establish the office of vice-chairman, an office which has proved to be very useful. Inasmuch as the accrediting of higher institutions is perhaps the most important function of the Commission, it seems to me very desirable that the vice-chairman should always be a member of the Board of Review. I wish to recommend, therefore, that among those who are appointed to the Board of Review according to the previous action of the Commission should always be included the vice-chairman of the Commission.

Surveys

Last year one of the most forward-looking steps taken by the Commission was to provide that "the accrediting of any institution not meeting fully the standards of the Association be contingent upon a complete and competent survey of such institution at the expense of the institution." Seven institutions (two colleges and five junior colleges) have taken advantage of this provision. Of this number three sought accrediting for the first time and four institutions

already accredited requested a survey because they were unable to meet the new financial requirements in operation for the first time this year.

In conducting such surveys, the officers have proceeded cautiously. In the first place it was stipulated that at least two competent men should spend a minimum of two days going over the situation at the respective institutions. For the size of the institutions so far visited this amount of time has seemed sufficient. Additional time has been required for the preparation of the reports. The men who have been selected for these surveys have all had considerable experience in work of this character. The survey reports as well as a number of letters on file in the secretary's office testify to the thoroughness of the surveys which have so far been undertaken. Finally, institutions have not been encouraged to incur the expense of a survey, which has been tentatively placed at \$500.00, unless the situation seemed to warrant the investigation.

In conducting these surveys, the men have been instructed to inquire carefully not only into the extent to which the institution meets the formal standards of the Association but especially into the educational effectiveness of the institution. The institutions have been asked to demonstrate that they are developing their educational policies and their teaching work vigorously and in a progressive spirit; in other words that they possess educational features which more than compensate for the recognized deficiency in meeting the standards of the Association.

I am convinced that the device of accrediting colleges through surveys is one of the most important steps which the Commission has ever taken. It will

permit the Association to extend its membership and influence to a group of institutions which otherwise could not be reached, and thus to continue the inclusive policy which has so wisely characterized the efforts of the Association in the past. Moreover it will give more latitude for educational experiment, more of an opportunity to demonstrate the possible advantages of deviations from the regular standards than has hitherto been possible, without impairing, I am convinced, the superior quality of college work which has been the goal of the Association.

The regular college has too long been the stronghold of academic conservatism, and while I do not believe that the standardizing agencies are to blame for the unprogressive spirit displayed in many of our higher institutions yet it is certainly true that up to the present time we have not encouraged deviations from the minimum standards. If the Association can continue to look with favor on well considered educational experimentation in the colleges, it will overcome the constant danger of becoming a repressive agency which exercises merely the negative function and the intelligence of a policeman, and will continue to be a positive, progressive, educational force throughout the great area which it covers. Now that we have largely accomplished the task of protecting the public against the wiles of the inferior institutions, we should set our faces resolutely and continuously toward working out and establishing those new and better standards for

evaluating our work which succeeding years are sure to demand.

Advisory Committees

At the last meeting of the Association it was voted to authorize the officers of the Commission to try the experiment for one year of creating in a few states an advisory committee on higher institutions for the purpose of advising with the secretary and inspectors as to the accrediting of colleges and universities. Such a policy is followed with conspicuous success by the Commission on Secondary Schools. In accordance with this action an advisory committee has been established in Missouri. This committee was consulted relative to the accrediting of several colleges in that state recently. I believe that the experiment is worth continuing, and I wish therefore to recommend that the chairman of the Commission be authorized to appoint similar advisory committees in such states as from time to time may seem to him wise.

Triennial Report

Attention is called to the fact that next year the regular triennial reports from all the higher institutions accredited by the Association are due. The secretary will do everything in his power to simplify the blank in order to secure comparable information and statistics. He will certainly appreciate the cooperation of all the member institutions in gathering data for this report.

Respectfully submitted,

George F. Zook, Secretary.

V. Report of the Secretary on 1927 Financial Reports of Higher Institutions

When the present financial standard of the Association was adopted in 1922, the new requirements were made applicable in 1927 to institutions already on the accredited list. This provision was carried through the complete revision of standards in 1923, and the minor revision of the financial standard in 1926.

As a preliminary step toward the enforcement of the 1927 requirements, at the meeting in 1926 it was voted "that the secretary of the Commission be instructed to secure from each non-public institution of the accredited list such a detailed report of endowment and trust funds and other permanent supporting funds as will afford evidence of continued compliance with the several standards relating to finance and support for accredited institutions."

In compliance with this action, President Hughes secured reports from forty-five accredited colleges. These reports were tabulated, the results presented to the Association at the last meeting, and printed in the June issue of the Quarterly. Using this information as a basis, complete reports were requested this year from forty-seven colleges and fifteen junior colleges. In order to extend the margin of safety beyond any possible question of doubt, condensed reports were requested from twenty additional colleges which seemed close enough to the line to raise a possible question. However, the reports showed only one of these twenty to be under the requirements, and this was more than taken care of in a supplementary report.

All of the eighty-two institutions men-

tioned sent in the reports requested. The results were tabulated and presented to the Board of Review.

In accordance with a resolution adopted by the Commission and the Association last year, the Board of Review met in Chicago, January 21 and 22, to pass on all financial reports received. The report of the secretary at that time showed twenty-nine institutions as apparently not meeting the 1927 requirements, with two others not yet reporting. Three of these, however, had already applied for a survey in accordance with the resolution regarding surveys which had been adopted at the 1926 meeting. The following action was taken by the Board with reference to the others:

"Acting under the standards and rules of the North Central Association for the accrediting of institutions of Higher Learning, the Board of Review finds that the following institutions fail to meet the requirements specified in Standard No. 12 for colleges, or Standard No. 8 for junior colleges, and that the secretary of the Commission on Higher Education be instructed to request these institutions to remove the deficiency at once and to inform the secretary accordingly, or to show cause why the Board should not recommend that the institution be dropped from the accredited list of higher institutions accredited by the Association;

"Provided, (1) that this action be subject to possible modification by the secretary of the Commission after further review of the statistics relative to enrollment and amount of endowment or per-

manent income claimed by each institution;

"and (2) that each institution be given an opportunity to raise the required amount of endowment, including income from permanent sources, prior to the next annual meeting of the Association;

"and (3) that in lieu of the deficiency in the financial requirements and in accordance with the resolution adopted at the last annual meeting, an institution may, prior to February 10, 1927, request to be accredited on the basis of a full and complete survey (see June issue, North Central Association Quarterly, p. 17, sec. 14);

"and (4) that in any case, the Presidents of the respective institutions be given a hearing at the meeting of the Board of Review held immediately prior to the annual meeting of the Association."

The secretary accordingly notified all institutions in question of this action, and continued to receive supplementary reports until the time of the meeting. By the first week in March the number of those failing to meet the requirements had been reduced to sixteen, including four who had applied for a survey. Before the meeting of the Board of Review three additional institutions secured sufficient acceptable funds to meet the endowment requirement. The Presidents or representatives of the remaining nine, with one exception, took advantage of the Board's invitation to present their respective cases in person at the meeting Tuesday, March 15.

In arriving at the final acceptable figures to apply against the requirement for endowment, the basis used by President Hughes last year and adopted by the Commission was followed. In accord-

ance with a decision of the Board of Review, to whom the question had been referred by the Commission, no funds subject to annuity were allowed. In a number of cases considerable correspondence was necessary in order to clear up doubtful points.

It will be noted that the present financial standard makes four distinct requirements: (1) an endowment of at least \$500,000 plus \$50,000 for each 100 students above 200; (2) at least \$300,000 of this to be other than capitalized income from permanent sources; (3) an income from the educational program of at least \$50,000 plus \$5,000 for each 100 students above 200; and (4) half of this required income to be derived from sources other than payments by students. Cases were found in which institutions met some of these requirements without meeting others.

A considerable number of institutions could not have met the 1927 requirements had it not been for the provisions of the standard allowing income from certain designated permanent sources to be capitalized as endowment. However, the standard requires that all institutions which qualify under this provision be accredited subject to annual review. These have been designated on the list.

The secretary and the Commission have endeavored to interpret and apply the standards of the Association both fairly and sympathetically. If errors have occurred it is regretted, and suggestions for improvement in the methods of enforcing the standards will be welcomed.

Respectfully submitted,

George F. Zook.

Proceedings of the Commission on Secondary Schools

I. Report of the Secretary of the Commission on Secondary Schools

H. G. CHILDS, SECRETARY

The Statistical Summary

The statistical summary of state lists show that in March 1922 there were 1423 schools accredited; in 1926, 1966; and in 1927, 2092. One hundred thirty-seven new schools were accredited in 1927 and eight were discontinued or dropped for violation of standards, and four for failure to file reports.

The four year type high school is the dominant type but the three and six year types are showing steady gains from year to year, the three year type increasing the more rapidly.

The present enrollment is 850,350 while five years ago it was 604,248. At the present rate of increase the total enrollment should exceed 1,000,000 in 1930.

The average enrollment per school varies greatly in different states, Indiana having the highest average of 580, and North Dakota the lowest average of 159. The average of all schools is 406. The remainder of the statistical analysis given is based on a summary of state reports sent in in January. Many of the new schools were not included. This part of the summary to and including page V is based on data from 2073 schools.

The per cent of pupils graduating varies greatly in the different states,

ranging from 14.2% in Illinois to 21.8% in Minnesota. Of course it is to be kept in mind that the percentage figures are a comparison of the graduates of last year with the enrollments of this year.

The items relative to library expenditure indicate that approximately one-half the schools spend from 50 cents to \$1.99 per pupil for library maintenance; about one-fourth spend less than 50 cents per pupil; about one-sixth spend \$2 or more per pupil; 80 indicate major dependence on the city library; and 68 submit no report. The number reporting less than 25 cents is probably considerably in error if I may judge from conditions in my own state, where I have 9 schools reported in this column. Following the tabulation of my reports I sent a rather sharp letter to all these schools. In 6 cases the superintendent submitted additional evidence to show a much larger appropriation than he had first reported or that a satisfactory arrangement existed with the city library whereby the high school seemed to be receiving adequate library service. A library appropriation of less than 50 cents per pupil would seem to be entirely inadequate for proper maintenance unless conditions were equalized by large appropriations in immediately preceding or succeeding years

or through unusually effective cooperation with a public library.

As usual a few schools are reported as having less than a 36 week school year or a class period of less than 40 minutes. Some of these are due to errors in reporting, and those not due to this cause have, doubtless, been recommended for warning by the reviewing committee having these reports in charge. The prevailing trend is still for a 36 week school year and a class period of from 40 to 45 minutes in length. About one-fourth the schools have a school term of from 38 to 40 weeks and a somewhat larger number have a class period of from 50 to 70 or more minutes. Michigan has a very high proportion of its schools with a 40 week school year and Colorado has a high percentage of its schools having a class period of 50 minutes or more in length.

The salary averages total about the same as last year. The actual averages for teachers would be higher than the averages indicated, which are averages by schools within each state, as the higher salaries are paid in the larger cities having the greater number of teachers. The individual teacher averages should probably be at least \$200 more for both men and women. There is, of course, a great range of salaries among teachers of the same school, among schools of the same state, and among state averages. For example the state averages for men vary from \$1571 in Oklahoma to \$2062 in Wisconsin (The Illinois results are obviously in error in all 4 columns), and the state averages for women vary from \$1220 in North Dakota to \$1791 in Arizona.

While Illinois submitted no data on the total number of teachers, on the basis of last year's figures the total number of

teachers this year should be approximately 42,000. The total number of new teachers reported is about 9300 or somewhat more than 22% of the whole number of teachers employed.

The number of new teachers of academic subjects having no degree is approximately 50 after allowing for the very obvious error in the Kansas report. This is a very inconsiderable number in comparison with the 6290 teachers of such subjects. An inspection of the reports will probably reveal that more than 50% of those thus deficient lack no more than a summer term's work of completing the requirements for a degree. One hundred ninety new teachers of academic subjects are reported with less than 15 hours in education, but if I may judge by conditions in my own state, at least one-half of these are entitled to qualify, and do qualify, under the 11 hour standard in effect previous to last year. Probably one-half the remainder lack no more than 3 hours and are completing the requirement by correspondence or extension study during the present year. Schools employing the remainder have probably been warned and these teachers will either complete the requirement during the next summer or will not be re-employed in their present positions.

A summary of the next 4 columns will show that 3457 of these new teachers have from 15 to 24 semester hours of professional training credits and that 2663 have 25 or more hours of such credits. In my own state I found a few who had as many as 60 or 70 hours of education credits, or more than one-half their entire college credits. I am inclined to think that the great majority of instructors offering education courses in our colleges would agree that 24 semester hours of such credits is a sufficient pro-

portion of the whole college course to devote to such preparation. Of course the administrator should have more education courses and of a different sort, but these added credits should be taken chiefly as graduate work after some years of teaching experience. There appears to be a marked difference in trends as between different states in this respect. If the limit I have indicated above be accepted as the ideal for professional training, then Minnesota, North Dakota, Arkansas, and Wisconsin come nearest to approximating this ideal, while Ohio, Missouri, Colorado, and Wyoming, in about the order named, are the worst offenders in having teachers overloaded with professional courses. It would be interesting to ascertain what the influence of Teachers' Colleges has been in producing a supply of teachers top-heavy with professional training.

The summary table shows 3004 new teachers of non-academic subjects, 73.2% of whom have college degrees and 86.1% of whom have 15 or more semester hours to credit in education. Wisconsin is the only state reporting less than 60% of such teachers with college degrees. It would seem opportune to impose some standards of preparation on teachers of non-academic subjects or at least on certain groups of them. It would seem to impose no hardship on teachers or schools to require that after 1928 or 1929 all new teachers of such subjects should have 15 hours of professional preparation and that one-half of those in any school should have a college degree.

The facts on page IV of the summary relative to teacher load seem fairly obvious and need but little comment. There seems to be an increase in the maximum elements over last year. For example

last year 16 schools had a pupil-teacher ratio of 30 or more, while this year 21 schools have a ratio of more than 30; last year 319 teachers taught more than 6 classes daily, while this year 562 are so reported; last year 2132 teachers taught daily more than 160 pupils, while this year 2766 teachers are so reported; last year 18,915 classes were reported as enrolling more than 30 pupils, while this year 23,358 such classes are reported, or approximately one-sixth of all classes. It may be noted that from one-third to one-half of all the totals in these maximum load columns are contributed by one state.

Page V of the statistical summary shows a considerable variation among states with respect to the different items. For example, Missouri schools have 10% of their pupils carrying less than 4 units, while Wyoming schools have 3.2%; in Iowa 81.8% are carrying just 4 units, while in Michigan but 58.5% are; in Indiana and Michigan 24.2% are carrying 4 and a fraction units, while in Arkansas but 5.9% are; in Kansas 13.3% are carrying 5 units, while in Missouri but 4.5% are; in Illinois 2.6% are carrying more than 5 units, while in Arkansas but .2% are; in Arkansas 84.8% of pupils carrying 5 or more units are among the upper 25% in scholarship, while in South Dakota but 50.6% are. The last column on page V represents the number of schools having 20% or more of all pupils carrying 5 or more units. For such a number of pupils in any school to be carrying such a load is certainly open to question as good administrative procedure, especially is this true when it appears from analysis of the detailed reports that in some of these schools none of the pupils carrying such a load are among the upper 25% in

scholarship, in others only 10% or 20% are. In some schools the practice would seem to be to make an extra heavy load the reward for mediocrity or incompetence rather than for marked ability. A distribution of the 104 schools of the last column, page V shows that 65 have from 20% to 29% of all pupils carrying 5 or more units; 24, 30% to 39%; 8, 40% to 49%; 1, 60% to 69%; 1, 70% to 79%; 1, 80% to 89%; 2, 90% to 99%; and 2, 100%.

The last page of the statistical summary represents a summary of professional courses reported by new teachers. When I compiled the report two weeks ago five state chairmen had not then reported. Last week I received returns from Ohio and Oklahoma, but not in time to include them. The trends, however, are approximately as in the 15 states included in the summary.

Of 4318 teachers included, 3811 reported General Psychology; 3257, Educational Psychology; 2920, History of Education; 2727, Principles of Secondary Education; 2706, Special Methods in High School Subjects; 2656, General Principles of Teaching; 2334, Supervised Teaching; 2122, Administration and Supervision. These are the only courses reported by one-half or more of the teachers. If to Supervised Teaching be added Observation where supervised teaching was not taken we should have nearly 3000. Slightly less than one-half reported courses in Administration and Supervision, but as many courses were reported that should properly be so classified, the total number would, no doubt, exceed one-half the teachers reporting. Educational Sociology was reported by 1377, or about 30%. The reports on this last subject seem to be very unreliable if we may judge by the

situation in Indiana where 149 reported Educational Sociology and an official check with the colleges, where taken, showed that only 32 had had courses in Educational Sociology. Many had not even had a course in General Sociology. Tests were reported by 1267, or by less than 30% of the teachers. Very many other courses were reported but in no case does the number reporting any one course exceed 10% of the number of teachers reporting. In every state the first eight courses named above hold the eight highest places.

The modal number of hours for each of the 8 or 10 courses most often reported is 3 hours, with 2 hour courses frequently given.

As previously mentioned very many of the teachers in some states have an excessive proportion of professional courses. An inspection of the individual teacher form "D" blanks on which professional courses were reported shows a very unsatisfactory distribution of such courses. For example: in one case, out of 24 hours officially certified by a college, 18 were in Educational Psychology; in another case 10 of 16 hours were in History of Education; and again 12 of 17 hours were in special methods. Most of the courses reported by some classroom teachers were chiefly of an administrative sort.

That there is much lack of balance in the professional training of some teachers is evident from an inspection of page VII of the statistical summary. General psychology should be omitted as an education course. As for the remaining courses a proper balance would probably be one three hour course in each to make up a total of 15 or 18 hours. The last column on page VII shows by what per cent of those reporting each course this

has been exceeded. It seems very absurd for any given teacher to have taken more than 3 hours each in Principles of Secondary Education or in General Theory of Teaching. The high percentage reporting special methods and supervised teaching is probably due to the fact that many teachers have had such courses in training for both elementary and high school teaching. The situation with respect to administration courses may be explained on the ground that many teachers and principals have taken such courses in graduate work.

Mr. Gemmill, Chairman of the Iowa State committee, worked out his summary, listing every different course mentioned by any teacher. He listed in all 67 different courses, the first 10 ranking as in the general summary. Of the remaining courses 22 are listed by one teacher each, and 13 more by 2 teachers each. Among these courses receiving scanty mention are the following: General education, general sociology, college adjustment hygiene, philosophy, statistics, eugenics, citizenship, logic, ethics, public speaking, American government, social development, history of Spanish literature, modern social problems, his-

tory of the U. S. and Iowa constitution, and preventive medicine. The situation he reports is fairly typical in all the states of the Association.

No doubt many of these courses existed as education courses only in the minds of the teachers listing them and not in the college catalogs, but an inspection of college catalogs will reveal an excessive number of undergraduate courses in education with a bewildering variety of titles, and often having the remotest connection with real professional training.

I wonder if the time has not arrived when the Association should take steps to clear up the chaos. Why should we not be able to agree on 8 or 10 types of education courses of most probable value to the secondary school teacher from which the professional training requirement should be chosen? Why not even prescribe one from each of the 3 or 4 courses deemed most valuable and leave other courses elective within the field of broader choice noted above. I would recommend this problem as one worth the consideration of this Association in the immediate future.

I.—A Summary of Certain Items from the Secondary School Reports

State	No. of Schools	Type of H. S.				Total No. Enrolled	Average Enroll- ment	Total Number Graduates	% the Graduates Are of En- rollment	Library Expenditure Per Pupil				Depend on City Library	No Re- port		
		3 yr.	4 yr.	5 yr.	6 yr.					25c- 49c	50c to \$1	\$1 to \$1.99	\$2+				
1. Arizona	35	0	27	2	4	2	9,122	260.6	1,316	14.6	0	0	4	12	17	0	0
2. Arkansas	52	11	39	0	2	0	12,275	236.1	2,197	19.3	5	3	14	12	14	0	0
3. Colorado	88	15	63	2	8	0	27,203	309.1	5,040	19.3	5	5	16	29	23	0	3
4. Illinois	297	0	297	0	0	0	170,935	572.2	24,250	8.3	50	90	120	39	4	0	0
5. Indiana	96	5	77	0	13	1	55,722	580.4	9,715	17.1	9	14	38	20	14	6	0
6. Iowa	135	27	107	1	0	0	46,307	343.0	9,120	21.1	24	33	34	18	11	3	0
7. Kansas	135	26	104	0	3	2	40,365	299.0	8,120	20.4	5	16	44	43	25	0	4
8. Michigan	165	36	90	5	34	0	86,515	524.3	12,712	15.2	5	10	38	44	62	1	8
9. Minnesota	90	21	56	1	12	0	46,158	512.9	9,885	21.8	5	8	23	28	28	16	0
10. Missouri	117	25	82	0	7	3	49,691	424.7	9,251	19.1	17	12	20	23	35	0	6
11. Montana	40	0	40	0	0	0	12,561	314.0	2,307	17.6	6	7	13	14	4	2	0
12. Nebraska	110	18	83	3	6	0	30,289	275.4	6,176	20.4	14	16	39	22	19	0	1
13. New Mexico	31	2	29	0	0	0	6,263	202.0	966	15.4	0	3	11	6	10	1	0
14. North Dakota	73	7	62	3	1	0	11,597	158.8	2,077	17.9	5	5	17	25	17	3	1
15. Ohio	274	40	194	5	35	0	123,289	445.0	22,295	18.7	29	41	46	42	24	41	41
16. Oklahoma	107	23	79	0	5	0	35,258	329.5	6,049	17.7	10	12	24	27	25	2	0
17. South Dakota	59	2	56	0	1	0	11,802	200.0	2,154	18.9	5	10	6	31	5	0	0
18. West Virginia	51	14	34	1	2	0	16,311	319.8	3,772	18.6	2	6	17	27	16	2	1
19. Wisconsin	110	18	82	3	7	0	52,083	473.5	9,375	18.4	9	14	41	29	8	3	3
20. Wyoming	27	1	23	0	3	0	6,604	244.6	893	16.3	0	2	7	9	5	0	0
Total 1927	2,092	291	1,625	26	143	8	850,350	406.4	146,770	17.6	205	307	572	500	366	80	68
Total 1926	1,966	240	1,569	21	132	4	804,074	409									
Total 1922	1,423	86	1,232	31	74	0	604,248	424									

Data in the first eight columns of this summary are taken from facts furnished by the 2092 schools accredited in 1927. For the remainder of the statistical summary the facts are taken from the preliminary reports submitted by state chairmen in January and are based on reports of 2,073 schools.

II.—A Summary of Certain Items from the Secondary School Reports

	Number of Weeks in School Year								Number of Minutes in Class Period					Salaries (Average by Schools)			
	36— 37 38 39 40								40— 40-44 45-49 50-59 60-69 70 or more					Maxi- mum	Mini- mum	Men	Women
	36—	36	37	38	39	40	40—	40-44	45-49	50-59	60-69	70 or more					
1. Arizona	0	21	6	5	1	0	0	12	7	11	3	0	2,343	1,610	2,048	1,791	
2. Arkansas	2	46	0	0	0	0	0	16	19	10	3	0	1,928	1,104	1,729	1,245	
3. Colorado	0	56	5	20	0	0	0	12	13	27	18	11	2,169	1,364	1,897	1,612	
4. Illinois	5	210	15	30	10	33	0	200	65	28	10	0	2,100	1,100	1,500	1,260	
5. Indiana	0	78	1	8	2	7	0	51	20	14	9	2	2,530	1,385	1,937	1,674	
6. Iowa	0	101	1	19	0	2	0	73	29	6	12	3	2,131	1,328	1,838	1,471	
7. Kansas	2	134	0	0	0	0	0	64	4	18	42	8	2,140	1,374	1,857	1,503	
8. Michigan	0	14	4	43	15	92	1	94	37	25	8	3	2,436	1,437	2,040	1,716	
9. Minnesota	0	65	0	25	1	1	0	49	18	14	10	1	2,229	1,321	1,762	1,559	
10. Missouri	0	85	1	10	5	12	0	60	24	23	4	0	2,444	1,344	2,001	1,584	
11. Montana	0	30	4	6	1	3	0	32	7	5	0	0	1,949	1,425	1,756	1,578	
12. Nebraska	0	106	1	4	0	0	0	72	13	18	3	6	1,958	1,323	1,744	1,460	
13. New Mexico	0	26	3	2	0	0	0	16	7	5	2	1	1,963	1,451	1,742	1,582	
14. North Dakota	0	72	0	1	0	0	0	63	6	4	0	0	1,804	1,297	1,682	1,220	
15. Ohio	8	160	1	69	6	20	0	146	61	45	12	0	2,840	1,381	2,023	1,682	
16. Oklahoma	1	97	0	2	0	0	0	37	16	22	20	5	2,037	1,279	1,571	1,378	
17. South Dakota	0	48	3	6	0	0	0	49	5	3	0	0	2,016	1,372	1,844	1,480	
18. West Virginia	0	69	0	0	0	0	0	8	16	25	17	0	2,114	1,423	1,807	1,592	
19. Wisconsin	1	46	7	43	2	8	1	36	36	24	10	0	2,505	1,362	2,062	1,645	
20. Wyoming	0	18	1	4	0	0	0	10	6	3	3	1	2,332	1,548	2,030	1,741	
	19	1,482	53	297	43	178	2	1,100	409	330	186	41	43,968	27,233	36,870	30,773	
												Average	2,198	1,361	1,844	1,538	

IV.—A Summary of Certain Items from the Secondary School Reports

TEACHING LOAD

State	Pupil-Teacher ratio					Number of teachers teaching daily following number of classes			Number of teachers teaching daily following number of pupils				Number of classes enrolling each of fol-					
	21—	21 to 25	26	30	30+	5	6	6+	141—	141— to 150	151	160	160+	11—	to 20	21	to 30	30+
1. Arizona	30	3	0	0	0	306	56	7	460	15	8	20	367	669	907	138		
2. Arkansas	20	21	6	1		209	165	5	382	45	38	37	204	596	941	338		
3. Colorado	66	13	2	0		708	59	7	1,177	74	34	19	699	1,617	2,257	651		
4. Illinois	178	69	60	11		1,031	568	251	2,304	331	301	1,247	857	3,861	6,931	7,560		
5. Indiana	52	42	2	0		1,436	643	21	2,287	177	142	73	713	3,906	5,508	1,040		
6. Iowa	87	35	1	0		1,101	224	14	1,873	144	26	37	469	2,856	4,268	733		
7. Kansas	109	23	3	1		1,208	161	7	1,660	168	83	59	742	2,750	3,628	809		
8. Michigan	107	50	11	0		2,249	666	27	2,841	320	236	381	957	3,502	6,896	2,795		
9. Minnesota	62	22	8	0		1,112	303	12	1,675	138	56	87	526	2,392	4,310	980		
10. Missouri	62	34	14	3		953	332	20	1,746	295	146	147	590	2,218	4,567	1,731		
11. Montana	22	20	2	0		330	89	9	523	26	12	7	281	748	1,329	133		
12. Nebraska	63	37	8	0		670	281	49	1,126	106	68	82	544	1,914	2,881	768		
13. New Mexico	16	14	1	0		179	18	0	309	10	3	2	157	465	620	63		
14. North Dakota	54	13	6	0		306	57	1	515	20	16	8	255	894	1,036	166		
15. Ohio	97	118	48	1		2,792	1,220	84	3,713	753	400	324	1,348	5,097	11,038	2,530		
16. Oklahoma	43	36	18	2		924	184	1	1,040	154	102	125	388	1,784	2,507	1,273		
17. South Dakota	44	13	0	0		294	92	11	563	11	2	1	299	1,008	1,013	78		
18. West Virginia	43	21	4	1		632	59	1	822	83	43	44	320	1,456	1,718	565		
19. Wisconsin	60	34	12	1		1,380	305	35	2,025	130	64	62	454	3,101	5,683	908		
20. Wyoming	20	3	0	0		195	26	0	308	12	3	4	143	407	533	99		
	1,235	621	206	21		18,015	5,512	562	27,349	3,012	1,793	2,766	10,312	40,241	68,564	23,358		

V.—A Summary of Certain Items from the Secondary School Reports

PUPIL LOAD

Number and Per Cent of Pupils Carrying for Credit Units as Follows										Pupils carrying 5 or more units among upper 25% in Scholarship		No. schools having 20% or more of pupils carrying 5 or more units	
4.1										Number		%	
4—	%	4	%	4.1 to 4.9	%	5	%	5+	%		%		%
1. Arizona	517	5.9	6,422	73.4	1,102	12.6	683	7.8	27	0.3	562	79.1	4
2. Arkansas	489	4.3	9,189	80.9	670	5.9	992	8.7	18	0.2	857	84.8	6
3. Colorado	1,647	6.4	17,861	69.6	3,598	14.0	2,309	9.0	262	1.0	1,538	59.8	6
4. Illinois	4,127	3.9	74,342	69.2	15,843	14.8	10,313	9.6	27	2.6			16+(29 no data)
5. Indiana	2,982	5.4	35,425	63.4	13,549	24.2	3,437	6.2	479	0.8	3,025	77.1	3
6. Iowa	1,135	2.7	34,759	81.8	4,358	10.3	2,009	4.8	190	0.4	1,591	72.3	1
7. Kansas	1,895	4.8	27,076	68.5	5,130	12.9	5,259	13.3	187	0.5	3,378	62.0	8
8. Michigan	6,757	8.7	45,193	58.5	18,677	24.2	5,028	6.5	1,671	2.2			8
9. Minnesota	1,608	3.9	30,513	73.7	5,113	12.3	3,799	9.2	373	0.9	2,283	54.7	5
10. Missouri	4,912	10.0	33,967	69.0	8,004	16.3	2,206	4.5	138	0.3	1,375	58.7	3+(1 no data)
11. Montana	535	4.1	10,255	79.1	1,105	8.5	982	7.6	85	0.7	636	59.6	0
12. Nebraska	1,950	6.6	18,272	62.1	6,981	23.8	2,056	7.0	152	0.5	1,193	54.0	4
13. New Mexico	389	6.3	4,613	74.7	703	11.4	469	7.5	7	0.1	316	66.4	1
14. North Dakota	749	6.5	8,062	69.5	2,000	17.2	683	5.9	103	0.9	566	72.0	2
15. Ohio	3,914	3.3	88,872	74.6	14,926	12.5	10,152	8.5	1,221	1.2	8,516	74.9	19
16. Oklahoma	1,273	4.2	21,289	71.2	4,335	14.5	2,650	8.9	350	1.2	2,875	95.8	2
17. South Dakota	376	3.3	8,762	76.8	1,504	13.2	685	6.0	75	0.7	384	50.6	1
18. West Virginia	681	3.4	13,538	67.4	3,786	18.8	1,948	9.7	148	0.7	1,460	66.5	9
19. Wisconsin	2,100	4.2	35,433	70.2	8,689	17.1	3,860	7.6	359	0.7	2,452	58.0	3+(7 no data)
20. Wyoming	191	3.2	4,085	68.1	1,062	17.7	607	10.1	54	0.9	395	59.8	3
Total	38,227		527,928		121,135		60,127		8,674		33,402		104+(37 no data)
Aver.		5.1		69.7		16.0		7.9		1.1		68.1	
Med.		4.25		69.9		14.25		7.7		0.7		63.2	

VI.—Summary of Professional Courses Reported by New Teachers of Academic Subjects

State	No. Teachers	Psych.	Educa. Psych.	Princ. Sec. Ed.	Hist. Ed.	Prin. of Teaching	Special Methods	Supervised Teaching	Adminis- tration	Ed. Soc.	Tests
1. Arizona	98	91	93	81	71	75	76	65	50	37	34
2. Arkansas	139	121	133	108	94	94	117	72	100	43	60
3. Colorado	297	262	255	189	219	181	181	244	160	144	108
4. Illinois	No Report Submitted										
5. Indiana	300	266	239	239	160	209	239	167	140	69	96
6. Iowa	405	377	277	301	340	265	263	178	187	100	105
7. Kansas	667	631	534	346	426	426	369	357	489	291	221
8. Michigan	684	508	435	346	418	291	269	247	171	150	187
9. Minnesota	311	291	229	191	237	211	214	201	154	133	74
10. Missouri	352	297	259	190	264	203	206	194	164	107	97
11. Montana	154	138	117	108	98	86	100	92	89	45	42
12. Nebraska	No Report Submitted										
13. New Mexico	No Report Submitted										
14. North Dakota	185	174	136	121	145	109	130	105	99	54	54
15. Ohio	No Report Submitted										
16. Oklahoma	No Report Submitted										
17. South Dakota	148	139	99	89	107	102	94	86	64	39	32
18. West Virginia	131	116	116	114	105	101	92	85	95	71	70
19. Wisconsin	371	328	277	252	183	255	306	191	103	59	59
20. Wyoming	76	72	58	52	53	48	50	50	57	35	28
Total	4,318	3,811	3,257	2,727	2,920	2,656	2,706	2,334	2,122	1,377	1,267
Per Cent		88.2	75.4	63.1	67.6	61.4	62.7	54.0	49.1	31.9	29.3

VII.—Summary of Professional Training Courses Showing the Number of Hours Taken in Each

Course	No. Reporting Each Course	Number of Hours Reported			% Having 7 or More Hours	% Having 4 or More Hours
		1-3	4-6	7-9	10 or More	
General Psychology	4,767	2,225	2,087	239	216	53.3
Educational Psychology	4,101	2,759	1,074	169	99	32.7
History of Education	3,754	2,304	1,309	102	39	36.7
Principles of Secondary Education	3,405	2,376	854	112	63	30.2
Theory of Teaching	3,280	2,237	825	124	94	31.8
Special Methods	3,403	1,841	1,083	271	208	45.9
Supervised Teaching	2,981	1,550	970	242	219	48.0
Administration and Supervision	2,701	1,708	639	169	185	36.8
Educational Sociology	1,884	1,322	447	74	41	29.8
Tests	1,582	1,242	284	36	20	21.5

II. Excerpts from the Minutes of the Commission on Secondary Schools

Committee Appointments

1. *Nominations:* E. M. Phillips, Chairman, Minn.; H. G. Hotz, Ark.; E. H. K. McComb, Ind.

2. *Resolutions:* E. L. Miller, Chairman, Mich.; J. C. Hanna, Ill.; J. N. Deahl, W. Va.; C. C. Schmidt, N. D.; Geo. Balzer, Wis.

3. *Clearing House:* C. C. Brown, Colo.; H. A. Hollister, Ill.; J. D. Elliff, Mo.; J. E. Edgerton, Kan.; M. H. Stuart, Ind.

4. *New Schools:* H. G. Hotz, Ark.; A. L. Burnham, Neb.; C. C. Schmidt, N. Dak.

5. *Schools to be warned and advised:* C. L. Goodrich, Chm., Mich.; M. R. Owens, Ark.; J. T. Giles, Wis.; F. L. Hunt, Ind.; James Rae, Ia.; E. R. Stevens, Kan.; D. W. Rockey, New Mex.; R. E. Marshall, New Mex.; H. W. Frankenfeld, S. Dak.; L. O. Taylor, W. Va.; W. E. Buckley; M. Knudson, Ill.; F. O. Holt, Wis.

6. *Schools to be dropped:* W. H. Gemmill, Ia.; F. C. Paschal, Ariz.; A. A. Reed, Nebr.

7. *Schools unqualifiedly recommended:* F. C. Landsittel, Ohio; O. W. Patterson, Ariz.; J. G. Masters, Nebr.; C. W. Gethman, Okla.; L. A. Louthen, Kan.; A. M. Hitch, Mo.; E. L. Brown, Colo.; C. H. Kingman, Ill.; Agnes Samuelson, Ia.; L. A. Butler, Mich.; E. W. Allison, Mo.; C. A. Jessen, Mont.; B. F. Haught, New Mex.; C. S. Hall, S. Dak.; Mr. Wright, W. Va.; E. E. Brown, Okla.; Lawrence Louthran, Ohio, Mr. Trimble, Ill.

8. *Committee on Blanks:* C. C.

Brown, '29, Chairman, Colo.; H. G. Childs, '28, Ind.; H. G. Hotz, '30, Ark.

9. *Committee on Standards:* J. D. Elliff, '28, Mo.; E. M. Phillips, '30, Minn.; M. H. Stuart, '30, Ind.; V. T. Thayer, '29, Ohio; F. L. Hunt, '29, Ind.; J. E. Edgerton, '28, Kan.

10. *Committee on Special Studies:* E. L. Miller, '30, Mich.; R. Gittinger, '30, Okla.; C. R. Maxwell, '28, Chm., Wyo.; H. G. Childs, '29, Ind.; C. B. Ulery, '29, Ohio; George Blazer, '28, Wis.

Report of Committees

STANDARDS

The slight changes recommended have been embodied in the policies and standards included as a part of the Proceedings of the Commission on Secondary Schools.

SPECIAL STUDIES

The report for this year will be published in a later issue of the Quarterly. An investigation on "High School Libraries" was authorized for next year.

BLANKS

Committee recommended 5 general blank forms: Namely;

Form A. Substantially the first two pages of the annual report form.

Form B. Substantially the present form B to occupy all of page 3 of the annual report and sufficient separate form B sheets to be printed to provide for the listing of new teachers in the larger schools.

Form C. Substantially the present form C, to be printed as a separate blank

and sent only to new schools and schools warned on standards 1 and 2 the previous year.

Form D. A certificate of degrees, total credits and professional training to be sent to college registrars in the case of new teachers of academic subjects when the state chairman has no direct means of official verification of the training of such teachers.

Form E. A form resolution to be signed by school trustees in the case of new schools to meet the requirement of regulation 2.

Form F. The usual form letter sent out with the annual report blanks and signed by the chairman and secretary of the commission.

NOMINATIONS

Officers for next year:

Chairman: Professor Thomas Lloyd-Jones, Wisconsin.

Secretary: Professor Charles C. Brown, Colorado.

Membership of the Commission was referred to the Executive Committee and will be published in the June Quarterly.

RESOLUTIONS

The North Central Association is primarily a standardizing agency. Yet it places upon the roll of its accredited institutions with equal recognition to all, the following classes of schools:

(1) Large schools that conscientiously observe all standards of the association.

(2) Large schools that consciously and persistently violate the standards of the Association.

(3) Small schools, paying meager salaries and having the minimum of facilities and equipment.

Because of the inconsistency of such a policy and the resulting tendency to

undermine the confidence and respect of member schools in the Association, the committee on resolutions hereby recommends that the Secondary Commission appoint a committee to report in 1928 upon a practical working plan to classify schools.

2. In order to increase the accuracy of teacher's records of professional training your committee recommends the maintenance of a central bureau of registration where an authentic, up-to-date record of academic and professional credits of all North Central high school teachers may be kept. Teachers, entitled to such registration could be certificated by the Association and thereby relieved of the necessity of filing credentials in the future.

3. Whereas, it is alleged that the 6-3-3 plan, by reducing the period of college preparation from 4 years to 3, has imposed an impossible burden on the senior high school, we recommend that an effort be made to ascertain, if a way can be found to segregate the college group at the end of grade 8, thereby increasing the period of college preparation to 4 years.

4. When pupils are transferred from one North Central high school to another, it is recommended that a transcript of their credits be sent by mail from the old school to the new, and that this transcript, if signed by the principal of the old school, be received at its face value and so entered on the books of the new school.

5. Teachers with one or more years of experience who come from parts of the United States outside North Central territory and who do not meet the standards of professional training shall not subject their schools to official warning unless such deficiency be not made up

by the time of filing the second annual report after their employment.

Moved that resolutions be printed in the proceedings but not discussed and that this action should not be interpreted as the adoption of the resolutions. Carried.

Moved that a resolution relative to a joint committee to report on teacher training be referred to the Executive Committee. Carried.

Moved that the resolutions relative to classification of schools and training of teachers from colleges in non-N. C. A. states be referred to the Committee on

standards. Carried.

Moved that the resolution relative to the transfer of pupils and credits from one N. C. A. high school to another be referred to the committee on standards. Carried.

At the last session of the commission a resolution, signed by Principal C. E. Spaulding of Gary, Indiana, was presented, requested an annual report on the success of high school graduates attending North Central Association Colleges.

This resolution was referred to the executive committee.

III. Abstract of Addresses Delivered before the Commission

A. How May the Association Protect the Interests of Beginning Teachers?

(An abstract)

J. B. EDMONSON

UNIVERSITY OF MICHIGAN

As a partial answer to this question, it is proposed that the Commission on Secondary Schools of the North Central Association of Colleges and Secondary Schools recommend to the secondary schools certain new policies designed to cause school authorities to consider the first year of teaching as an Apprenticeship Year similar to an Internship.

SUGGESTED POLICIES

Policy One: A teacher with less than one year of teaching experience should not be assigned more than four classes per day and should not be assigned full responsibility for any extra-curricular activity or complete charge of a large study hall or session room. It is further urged that special care be taken to assign teaching in the major or minor fields of academic preparation of the beginning teacher.

Policy Two: The Association urges that every approved school should employ a limited number of beginning teachers in order to furnish an adequate number of openings for the proposed apprenticeship year. During this apprenticeship year the supervisory officers of the school should give the beginning teachers an adequate amount of help in carrying out plans for classroom teaching. It is not assumed that a school employing a teacher for an apprenticeship year is under any obligation to retain the teacher as a regular member of the instructional staff.

Policy Three: It is expected that state committees will make such inquiries concerning the attention paid to these recommendations by individual schools as will stimulate a disposition to carry out the recommendations.

REASONS FOR THE FOREGOING PROPOSALS

1. The Association should try to secure a real chance for beginning teachers to succeed during their first year.

Present Situation:

(1) Beginning teachers are frequently assigned the "left-over subjects" which may or may not be within the teacher's field of specialization.

(2) Beginning teachers are sometimes called upon to take care of more extra-curricular activities than teachers with experience.

2. The Association should seek to distribute the responsibility of the training of beginners by urging the larger schools to offer a limited number of beginners an opportunity for an apprenticeship year.

3. The Association should seek to place a definite responsibility on supervisory officers for the training of the beginning teachers employed in their schools.

4. The Association should seek to discourage the practice of smaller schools of taking more inexperienced teachers than can be properly trained by the supervisory staff.

5. The Association should seek to place a real premium in the form of salaries on the value of successful experience in teaching.

Moved and carried that Mr. Edmonson's suggestions be incorporated into the policies of the Commission, the form to be edited by the Committee on Standards.

B. Aims of the Association

(An abstract)

J. E. EDGERTON,
STATE DEPARTMENT OF EDUCATION,
KANSAS

1. The Association has been the active force in standardization throughout the twenty states comprising North Central territory; the standards have been liberal enough to win the respect and

admiration of schools and communities.

2. One of the aims has been to make free interchange of High School students between and among States and Colleges in the territory.

3. Since the organization of the Association not more than three academic teachers have been required to make a school eligible to membership. No embarrassment has arisen to vex any question of standards on account of the number of teachers employed. Many of these small schools have fully met every requirement of the Association. In the future no new schools will be admitted with a less number of full-time academic teachers than five.

4. Small high schools have furnished the men and women who are running the business, society and government of the country. Even the most distinguished members of this Association no doubt received their secondary education in some dinky little high school.

5. These schools now under discussion have excellent teachers who hold good college degrees and most of them have been especially trained for teaching. It has been possible to give them mainly subjects upon which they base their major or minor in college work. These teachers work together as a unit in and out of school and it is "all for each and each for all." Thus, they have valuable personal knowledge of each student and great character molding opportunities. Hence, the value of their product.

6. We should broaden our aims; not narrow them. Our aim should be, first, to offer greater opportunities to all struggling high schools able to meet all our standards excepting as to the number of academic teachers. High school students and communities should not be

penalized on account of mere location and environment. They should have a chance to make good despite these obstacles. Our second aim should be to help them to opportunities for a good

college education.

7. We can afford to leave the question of the mere number of teachers very largely to the judgment of the State Committee.

IV. Policies, Regulations and Standards for Accrediting Secondary Schools*

Adopted March, 1927

I. Fundamental Policies of the Commission on Secondary Schools

1. No school that has been continuously accredited for five years is dropped without a year's warning. Schools not continuously accredited for five years may be dropped without warning. (Minutes of 1920).

2. Any school warned shall be dropped the following year if the school persists in violating the same standard. (Minutes of 1920).

3. *Where schools are organized as distinct three year senior high schools the Commission will take account only of the work done in the last three years, i. e., 10th, 11th and 12th grades.*

4. Standards 7a and 7b apply to all superintendents of accredited schools. (Minutes of 1926).

5. Credits gained by extension courses, correspondence courses, or by state examinations will not be considered by the Commission unless such credits are accepted by some standard college as leading toward a degree. (Minutes of 1924).

6. The interim authority for interpreting standards is the Committee on Standards. (Minutes of 1924).

7. (a) *The Commission on Secondary Schools recommends that a teacher with less than one year of teaching experience should not be assigned more than four classes per day and should not be assigned full responsibility for any extra-curricular activity or complete charge of a large study hall or session room. It is further urged that special care should be taken to assign classes to a beginning teacher in major or minor fields of academic preparation.*

(b) *The Commission on Secondary Schools further recommends that each approved secondary school should feel responsible for furnishing training in service for a limited number of beginning teachers in order that an adequate supply of well trained secondary school teachers may be furnished to the profession. In determining the number of beginning teachers that a school should employ, careful account should be taken of the adequacy and efficiency of the supervisory staff. It is not assumed that a school furnishing beginning teachers a year of training in service is under any special obligation to retain such teachers as regular members of the instructional force.*

II. Regulations

1. No school shall be considered unless the regular annual blank furnished

*The changes made at the 1927 meeting in policies, regulations or standards are indicated by italics.

for the purpose shall have been properly and completely filled out and placed on file with the inspector. Schools in good standing will make a complete report on teachers once in five years; but full data relative to changes must be presented annually. (A full report will be required in 1925 and every five years thereafter.)

2. New schools, seeking accrediting, shall submit evidence (e. g., a resolution) showing an approval of the standards of the Association and of the application for membership by the local board of education or school trustees.

3. The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. Schools that have been continuously accredited for five or more years may not be dropped for any violation of standards. Such schools are to be warned. But if violation of the same standard or regulation is persisted in for a second year they shall be dropped.

4. The Association shall decline to consider any school unless such school is in the highest class of schools as officially listed by the properly constituted educational authorities of the state.

5. In all emergency appointments during the school year in which teachers do not fully meet standards 7a and 7b, the Commission will insist that these be temporary and for the remainder of the current year only. Such cases must be certified by the superintendent or principal, including a statement concerning the training, experience, salaries, and efficiency of such teachers.

6. The agent of communication between the accredited schools and the secretary of the Commission for the purpose of distributing, collecting, and filing the annual reports of such schools, and

for such other purposes as the Association may direct, is as follows: (a) In states having such an official, the inspector of schools appointed by the state university; (b) in other states, the inspector of schools appointed by state authority, or, if there be no such official, such person or persons as the Secretary of the Commission may select.

7. If any state fails for two successive years to send one or more official representatives to the annual meeting of the Commission on Secondary Schools, the schools of the state may, by vote of the Association, be dropped from the accredited list.

8. No new school will be accredited when more than 20% of the teachers of academic subjects fail to meet the requirements of Standard 7, or when any teacher of academic subjects, who has been in the school less than two years, fails to meet the requirements of Standard 7.

III. Standards

Standard 1—*Buildings.*

The location and construction of the building, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

Standard 2—*Library and Laboratories.*

The library and laboratory facilities must be adequate to meet the needs of instruction in all courses offered. *The library shall be classified and catalogued*, and an annual inventory should be made of laboratory and shop equipment.

Standard 3—*Records.*

Accurate and complete records of attendance and scholarship must be kept

in such form as to be conveniently used and safely preserved.

Standard 4—*Requirements for Graduation.*

No four-year high school that does not require fifteen units or more for graduation and no three-year high school that does not require eleven units or more for graduation shall be accredited. The school year shall consist of a minimum of thirty-six weeks. The minimum length of a recitation period shall be forty minutes, exclusive of all time used in changing of classes or teachers.

A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred twenty sixty-minute hours of classroom work—two hours of shop or laboratory work being equivalent to one hour of prepared classroom work.

Standard 5—*Instruction and Spirit.*

The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school and the co-operative attitude of the community are paramount factors, and therefore only schools that rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

Standard 6—*Salaries.*

No school shall hereafter be accredited whose salary schedule is not sufficient to command and retain teachers whose qualifications are such as required by this Association. The interpretation of this requirement shall be a matter of special responsibility for the State Committee.

Standard 7—*Preparation of Teachers.*

All schools accredited by the Association shall maintain the following standards respecting teachers:

(a) The minimum attainments of a

teacher of any academic subject, and of the supervisors of teachers of such subjects, shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools. Such requirements shall not be construed as retroactive.

(b) *The minimum professional training of a teacher of any academic subject, and the supervisors of teachers of such subjects, shall be fifteen semester hours in education. This requirement shall not be construed as retroactive.*

The Association recommends the following types of courses as meeting the spirit of this standard: Educational psychology, principles of secondary education, theory of teaching, special methods in subject taught, observation and practice of teaching, history of education, educational sociology, and school administration and supervision.

(c) It is recommended that as far as possible, teachers be assigned according to their major subjects in collegiate preparation.

Standard 8—*The Teaching Load.*

The Teaching Load. Some factors conditioning the efficiency of instruction are:

1. The pupil-teacher ratio as shown by the average daily attendance.

2. The number of classes taught by the teachers.

3. The number of student hours per teacher.

The Association recommends the following as Norms:

1. Pupil-teacher ratio—25 to 1.

2. The number of classes taught by the teacher—5 daily.

3. The total number of pupil-periods per day—150 per teacher.

An average enrollment in the school in excess of thirty pupils per teacher shall

be considered as a violation of this standard. For interpreting this standard the principal, vice-principals, study hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school. In addition, such clerks as aid in the administration of the high school may be counted on the basis of two full-time clerks for one full-time teacher.

Standard 9—*The Pupil Load.*

Four unit courses, or the equivalent in fractional unit courses as defined in Standard 4, shall be considered the normal amount of work carried for credit toward graduation by the average or medium student. It is advised that only such students as rank in ability in the upper 25% of the student body may be allowed to take more than four units for credit. A different practice in the school must be explained to the State Committee.

Standard 10—*The Program of Studies.*

The Association recommends that three units in English, two units in Social Science, one unit in Biological Science or one unit in General Science, and one unit in physical education or health (with or without credit), be required for graduation for all students in the four-year high school.

It further recommends the introduction of vocational subjects such as agriculture, manual training, household economics, and commercial subjects into schools where local conditions render such introduction feasible. The Association will hold that a sufficient number of qualified teachers must be provided to care adequately for all instruction offered. No new school will be accredited with less than five full time teachers of academic subjects, each of whom will teach in the field of his or her major or minor specialization in collegiate preparation.

VI. List of Accredited and Membership Secondary Schools 1927-1928

ARIZONA

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Ajo	4	C. C. Conley (S)*	4.7	46	1927
Bisbee	3½	E. F. Honn (P)	22.6	394	1917
Casa Grande	4	B. D. Reazin (S)	5.75	81	1924
Chandler	4	Fred P. Austin (S)	8	140	1923
Clarkdale	4	G. B. Jones (S)	6.4	105	1921
Clifton	4	W. D. Baker (S)	7	93	1921
Douglas	4	J. E. Carlson, Jr. (P)	19	351	1919
Duncan	4	Charles Sandifur (S)	7.5	83	1923
Flagstaff	4	J. Q. Thomas (S)	9.2	143	1925
Florence	4	R. W. Taylor (P)	7	92	1923
Gilbert	6	John Branningan (S)	9.8	178	1921
Glendale	4	Duncan McRuer (P)	14	299	1920
Globe	6	C. A. Swanson (P)	16	313	1916
Holbrook	4	J. G. Chapman (S)		42	1927
Jerome	6	C. B. Schrepel (P)	9	118	1922
Kingman (Mohave Co.)	4	Clement S. Fox (S)	4.7	99	1924
Marana	4	A. W. Hendrix (P)	5	58	1925
Mesa	4	H. E. Hendrix (S)	26	549	1918
Miami	6	Ivan P. Hostettler (P)	27.5	535	1919
Nogales	4	F. W. Rose (S)	11.3	206	1920
Peoria	4	Daniel F. Jantzen (S)	9	78	1923
Phoenix	4	E. W. Montgomery (P)	97	2304	1917
Prescott	4	Virginia E. Coleman (P)	12	265	1917
Ray	4	D. M. Hibner (S)	5.5	65	1925
Safford	4	G. S. Hansen (S)	8	195	1920
Scottsdale	4	L. O. DuRoss (S)	5.2	65	1925
Snowflake	4	Silas L. Fish (P)	8.75	179	1925
Tempe	4	E. A. Row (P)	10	171	1919
Thatcher (Gila College)	2	Eugene Hilton (Pres.)	7	118	1917
Tombstone	4	C. E. Tilford (P)	5	44	1925
Tucson	4	O. W. Patterson (P)	48	1030	1917
Willcox	5	Ellis M. Barnett (P)	7	85	1926
Williams	5	R. G. Stevenson (S)	7	93	1922
Winslow	4	Ben K. Cudd (P)	7.4	132	1917
Yuma	4	E. Q. Snider (P)	16	373	1922
Total	35		473.3	9122	

ARKANSAS

Arkadelphia	3	L. M. Goza (S)	7	238	1924
Augusta	4	R. W. Cannon (S)	5	118	1924

*The letters (S) and (P) following the names of officials stand for Superintendent and Principal respectively.

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Batesville	4	Sidney Pickens (S)	14	369	1924
Blytheville	4	H. H. Haley (S)	12	289	1924
Brinkley	4	John Baumgartner (S)	5	114	1926
Camden	4	F. W. Whiteside (S)	8.5	272	1924
Clarendon	6	J. E. Howard (S)	3.25	45	1926
Clarksville:					
College of the Ozarks Prep.	4	G. B. King (S)	5.5	85	1925
Conway:					
Central College Prep.	3	S. R. Doyle (Dean)	3.6	22	1924
State Teachers College Prep.	4	B. W. Torreyson (Pres.)	5	101	1926
Crawfordsville	4	Alfred Maddux (S)	3	24	1926
Crossett	4	D. C. Hastings (S)	4.67	113	1924
Dermott	6	O. M. Owens (S)	3.43	60	1925
Earle	4	M. E. Bird (S)	5	58	1925
El Dorado	4	Crawford Greene (P)	24.25	567	1927
Eudora	4	R. C. Bowden (S)	3.5	42	1926
Fayetteville:					
Public High School	4	F. S. Root (S)	14	399	1924
University High School	4	George N. Cade (S)	4	157	1924
Fordyce	3	J. D. Clary (S)	5.5	120	1925
Forrest City	4	M. S. Smith (S)	9.5	171	1924
Fort Smith	4	Elmer Cook (P)	36	1118	1924
Helena	4	J. F. Wahi. (P)	8	204	1924
Hot Springs	3	V. E. Sammons (P)	22	539	1924
Hulbert	4	J. L. Ponder (S)	5	33	1927
Jonesboro:					
Public High School	3	Fred Keller (S)	9	199	1924
A. and M. College Prep.	4	V. C. Kays (Pres.)	14	341	1926
Jonesboro College Prep.	4	N. M. Stigler (Dean)	8	123	1925
Lake Village	4	Fred MacChesney (S)	4	75	1924
Little Rock	3	J. A. Larson (P)	49.33	1468	1924
Lonoke	4	J. J. Doyne (S)	5	133	1926
Magnolia:					
Public High School	4	J. W. Melton (S)	5.5	118	1924
A. and M. College Prep.	4	Charles A. Overstreet (Pres.)	13	334	1926
Marianna	4	Nolen M. Irby (S)	6	137	1924
Monticello:					
Public High School	4	W. C. Whaley (S)	6.75	192	1924
A. and M. College Prep.	4	F. H. Russell (Pres.)	12	333	1926
Morrilton	4	H. A. Woodward (S)	6.2	186	1927
Mountain Home College Prep.	4	H. D. Morton (Pres.)	10.5	118	1924
Newport	3	L. P. Mann (S)	6.5	131	1924
North Little Rock	3	W. E. Phipps (S)	10.8	208	1925
Paragould	4	Thomas C. Abbott (S)	12	324	1925
Paris	4	Will S. Morgan (S)	6	173	1925
Pine Bluff	3	H. F. Dial (P)	18	532	1924
Prescott	4	O. M. Corbell (S)	7.67	236	1924
Rogers	4	Charles Baldwin (S)	10	260	1926
Searcy	4	W. T. Rowland Jr. (S)	7.5	178	1924
Siloam Springs	4	William F. Cameron (S)	7.17	184	1924

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Stuttgart	4	J. E. Bardelmeier (S)	7.5	242	1924
Texarkana	3	P. N. Bragg (S)	10	188	1924
Van Buren	4	D. M. Riggins (S)	8	254	1924
Warren	3	G. W. Botts Jr. (P)	5	148	1925
Wilson	4	Ed McCuiston (S)	6	71	1924
Wynne	4	J. T. Webb (S)	5	131	1927
Total	52		492.32	12275	

COLORADO

Alamosa	4	R. J. Hanson (P)	11	176	1920
Arvada	4	C. B. Raybourn (S)	12	272	1923
Aspen	4	W. R. Jones (S)	5	68	1914
Ault	3	R. R. Crie (S)	5	84	1924
Aurora	4	Jack McCullough (S)	6	86	1925
Bent County *1 (P. O.					
Las Animas)	4	R. L. Hunt (S)	15	304	1920
Berthoud	4	C. B. Whitehouse (S)	5	91	1923
Boulder	3	C. M. Ware (P)	30	648	1908
Brighton	4	A. J. Foster (S)	12	261	1920
Brush	4	R. D. Case (S)	11	216	1920
Burlington	4	Henry J. Wagner (S)	5	94	1923
Canon City	3	O. B. Drake (S)	18	349	1904
Center	6	E. L. Glasier (S)	7	87	1923
Cheyenne County *2 (P. O.					
Cheyenne Wells)	4	J. G. Damon (S)	19	197	1927
Colorado Springs	3	Wm. S. Roe (P)	50	1069	1908
Craig	4	J. C. Stoddard (S)	6	113	1926
Cripple Creek	3	C. B. Baldwin (S)	4	53	1907
Crowley Consolidated	6	Wm. J. Wonders (S)	4	56	1926
Del Norte	4	Elmer Underwood (S)	10	125	1925
Delta	4	John F. Pierce (P)	16	313	1909
Denver:					
East	3	R. C. Hill (P)	84	1946	1908
Manual Training	3	C. A. Bradley (P)	34	639	1908
North	4	W. C. Borst (P)	66	1609	1907
Opportunity	4	Emily Griffith (P)	9	200	1926
South	3	J. J. Cory (P)	36	990	1908
West	4	H. V. Kepner (P)	48	1198	1907
Cathedral	4	H. L. McMenamin (S)	10	212	1923
Regis	4	B. J. Murray (P)	10	192	1921
St. Mary's Academy	4	Sister M. Georgiana (S)	5	78	1925
Douglas County (P. O.					
Castle Rock)	4	J. J. Ward (P)	6	120	1921
Durango	4	E. E. Smiley (S)	13	371	1905
Eaton	4	John C. Casey (S)	7	157	1914
Englewood	4	G. Gordon (S)	16	334	1923
Florence	4	Jas. P. Eskridge (S)	13	334	1923
Fort Collins	4	Grant Gordon (P)	26	733	1908
Fort Lupton	6	G. W. Todd (S)	9	226	1925
Fort Morgan	3	R. R. Brourink (P)	14	275	1909

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Fowler	4	G. T. Wilson (S)	8	178	1923
Fruita Union	4	T. A. Butcher (P)	9	237	1912
Garfield County*3 (P. O.					
Glenwood Springs)	4	W. D. Blaine (S)	13	208	1912
Golden	4	Roger Q. Mitchell (P)	10	182	1905
Grand Junction	4	R. E. Tope (S)	27	706	1905
Greeley	3	Paul S. Gillespie (P)	27	545	1904
Gunnison County (P. O.					
Gunnison)	4	V. M. Rogers (P)	7	115	1915
Hayden Union	3	Wm. P. Blanton (P)	8	77	1924
Holly Union	3	J. A. Owensby (S)	6	101	1924
Hotchkiss Consolidated	6	Joe E. Hardy (S)	6	70	1927
Huerfano County*4 (P. O.					
Walsenburg)	4	J. W. Yost (P)	14	303	1927
Hugo	4	John C. Unger (S)	7	133	1924
Idaho Springs	4	Ross B. Speer (P)	6	80	1921
Johnstown	4	J. A. Lindsay (S)	6	93	1924
La Junta	4	Robert M. Tirey (S)	15	327	1098
Lamar	4	E. J. Knight (S)	16	343	1923
Leadville	5	F. H. Davidson (S)	7	125	1904
Littleton	6	R. B. Hollingshead (S)	6	133	1923
Logan County*5 (P. O.					
Sterling)	4	I. E. Stutsman (S)	64	970	1921
Longmont	3	C. C. Casey (S)	13	283	1907
Loretto Heights	4	Sister M. Francisca (P)	5	69	1923
Louisville	4	G. W. Alps (S)	5	118	1923
Loveland	4	R. W. Truscott (S)	12	425	1906
Montrose County*6 (P. O.					
Montrose)	4	Wm. Melcher (S)	23	545	1915
Palisade	5	W. J. Stebbins (S)	7	121	1927
Paonia	4	Horace J. Wubben (S)	8	181	1923
Phillips County*7 (P. O.					
Holyoke)	4	C. W. Lanning (S)	17	309	1924
Pueblo:					
Centennial	4	W. M. Heaton (P)	34	751	1908
Central	4	Lemuel Pittl (P)	43	897	1908
Rifle Union	4	C. A. Rogers (S)	7	148	1927
Rio Blanco County (P. O.					
Meeker)	4	H. W. Curtis (S)	7	105	1927
Rio Grande County (P. O.					
Monte Vista)	4	H. H. Van Fleet (S)	10	169	1908
Rocky Ford	3	W. S. Tatum (P)	10	220	1909
Sargent Consolidated (P. O.					
Monte Vista)	4	Wayne M. Akin (S)	7	83	1925
Salida	6	C. E. Tanton (S)	14	270	1908
Sedgwick County*8 (P. O.					
Julesburg)	4	R. D. McClintock (S)	14	247	1925
Silverton	4	S. M. Ludwick (S)	4	44	1923
Simla	4	J. H. Thomasson (S)	6	86	1923
Steamboat Springs	4	O. A. Saunders (S)	8	141	1921
Sugar City	4	Guy F. Cross (S)	4	44	1923

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Teachers College High S. (P. O. Greeley)	6	Arthur E. Mallory (P)	6	135	1921
Telluride	4	E. Y. Gibbs (S)	5	96	1914
Trinidad	4	R. B. Mertz (P)	27	720	1904
Victor	3	C. B. Baldwin (S)	4	72	1908
Washington County*9 (P. O. Akron)	4	C. E. Stewart (S)	34	472	1926
Weldona	4	J. Talmage Tippet (S)	4	72	1921
Wheatridge	4	E. N. Freeman (S)	10	242	1926
Wiley	6	A. D. Roberts (S)	5	86	1924
Windsor	4	A. C. Cohagen (S)	10	157	1925
Yuma County*10 (P. O. Wray)	4	C. E. Patton (S)	36	490	1925
Yuma	4	R. J. Ilse (S)	10	203	1924
Total	88		1328	27203	

*Some County High School Systems are composed of several branches. Such systems are accredited as a unit. The branches composing each such county high school system are given below:

1. Bent County High School: Las Animas, McClave.
2. Cheyenne County High School: Cheyenne Wells, Kit Carson, Arapahoe.
3. Garfield County High School: Glenwood Springs, New Castle.
4. Huerfano County High School: Wlassenburg, Gardner, Apache.
5. Logan County High School: Sterling, Atwood, Crook, Dailey, Fleming, Graylin, Hardin, Iliff, Merino, New Haven, Padroni, Peetz, Willard.
6. Montrose County High School: Montrose, Olathe, Nucla.
7. Phillips County High School: Holyoke, Haxtun, Amherst, Paoli, Highland Center, Fairfield.
8. Sedgwick County High School: Julesburg, Ovid, Sedgwick.
9. Washington County High School: Akron, Otis, Lone Star, Cope, Roosevelt, Woodrow, High Prairie, Platner, Hyde, Lindon, Sunnyvale.
10. Yuma County High School: Wray, Laird, Joes, Kirk, Waverley, Eckley, Armel, Vernon, Idalia.

ILLINOIS

Alton:					
High School	4	L. T. Turpin (P)	32	843	1906
Western Mil. Acad.	4	R. L. Jackson (S)	13	265	1908
Amboy Township	4	L. H. Whittler (P)	10	179	1924
Arcola Township	4	W. G. Rowe (P)	10	151	1920
Argo Community	4	C. C. Anderson (Mrs.) (S)	10	230	1925
Atlanta Community	4	R. A. Sheer (S)	6	102	1922
Atwood Township	4	A. Frank Beck (S)	9	139	1924
Auburn	4	C. R. Davis (P)	8	169	1919
Augusta Community	4	B. Q. Hoskinson (S)	8	134	1922
Aurora:					
East	4	K. D. Waldo (P)	38	961	1905
West	4	A. A. Rea (P)	21	533	1905
Jennings Seminary	4	Bertha Barber (P)	5	60	1911
Bardolph Community	4	C. C. McCormick (S)	5	90	1926
Batavia	4	J. B. Nelson (P)	10	280	1914
Beardstown	4	J. J. Hagan (S.)	15	315	1913
Belleville Township	4	H. G. Schmidt (P)	35	708	1914
Bellflower Township	4	E. S. Simmonds (P)	5	82	1924
Belvidere	4	R. E. Garrett (S)	18	367	1914

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Bement Township	4	Geo. B. McClellan (S)	15	177	1920
Benton Township	4	C. C. Hanna (P)	31	771	1917
Bethany Township	4	O. F. Patterson (P)	8	110	1927
Blandinsville	4	D. B. Fager (P)	8	144	1927
Bloomington	4	W. A. Goodier (P)	47	1071	1905
Blue Island	4	J. B. Lemon (S)	13	278	1917
Bridgeport Township	4	E. B. Henderson (P)	16	346	1912
Cairo	4	Paul C. Norvell (P)	17	448	1909
Calumet City:					
Thornton Frac. Township	4	A. V. Lockhart (P)	13	272	1927
Canton	4	Arvel G. Caldwell (P)	26	719	1919
Caphon:					
Boone-McHenry Tp.	4	O. E. Loomis (P)	5	78	1926
Carlinville: Community	4	H. J. Blue (P)	15	347	1926
Carpentersville: Dundee	4	Osher Schlaifer (S)	11	237	1924
Carthage:					
College Acad.	4	Pearl E. Goeller (P)	4	9	1908
High School	4	S. D. Faris (S)	12	227	1922
Casey Township	4	O. V. Walters (P)	19	391	1919
Catlin Township	4	B. F. Boring (P)	5	71	1922
Centralia Township	4	L. W. Hanna (P)	32	131	1910
Champaign	4	C. S. Dale (P)	42	986	1906
Charleston:					
High School	4	O. C. Hostetler (S)	17	310	1912
E. I. S. T. C. H. S.	4	L. C. Lord (Pres.)	12	235	1920
Chatsworth Township	4	H. W. McCulloch (P)	5	109	1923
Chenoa Community	4	Oscar V. Mongerson (S)	7	121	1924
Chicago: (Public)					
Austin	4	Wilber H. Wright (P)	146	4366	1908
Bowen	4	Frank W. Stahl (P)	75	2411	1905
Calumet	4	John D. Hullinger (P)	45	1445	1905
Crane Tech.	4	Wm. J. Bartholf (P)	104	2801	1905
Englewood	4	David N. Davidson (P)	110	3455	1905
Englewood Evening	4	David N. Davidson (P)	97	2950	1925
Fenger	4	Thomas Crawford (P)	46	1485	1905
Flower Tech.	4	Dora Wells (P)	29	635	1905
Harrison Tech.	4	F. L. Morse (P)	146	3991	1913
Hibbard	4	James T. Gaffney (P)	73	2347	1923
Hyde Park	4	O. B. Loomis (P)	113	3721	1905
Lake View	4	C. H. Perrine (P)	124	3867	1905
Lane Tech.	4	Grant Beebe (P)	164	4229	1911
Lindblom	4	Harry Keeler (P)	142	4435	1921
McKinley	4	Caroline L. Reilly (P)	45	1423	1905
Marshall	4	G. A. Beers (P)	121	3662	1905
Medill	4	A. S. Hall (P)	36	1011	1905
Morgan Park	4	Am. Schoch (P)	34	1101	1908
Parker Senior	4	Bertha Laughlin (P)	29	807	1915
Phillips Senior	4	C. C. Willard (P)	40	1062	1905
Schurz	4	Walter F. Slocum (P)	189	6128	1912
Schurz Standard Evening	4	C. A. Pettersen (P)	76	2919	1927
Senn	4	B. F. Buck (P)	124	3947	1914
Tilden Tech.	4	Albert W. Evans (P)	111	2961	1908

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Tuley	4	Franklin P. Fisk (P)	65	2229	1905
Waller	4	J. E. Adams (P)	52	1718	1905
(Private)					
Academy of Our Lady	4	Sr. Mary Gregory (P)	18	340	1924
Aquinas	4	Sr. M. Raymonda (P)	14	286	1924
Chicago Latin School					
for Girls	4	M. S. Vickery (P)	9	107	1911
Chicago Training School	4	Louis F. W. Leseman (P)	6	50	1925
Convent of The Sacred Heart	4	Agnes Regan (P)	6	52	1927
De La Salle	4	Brother J. Elzear (P)	21	573	1923
Faulkner School for Girls	4	Elizabeth Faulkner (P)	9	75	1919
Francis W. Parker	4	Flora J. Cooke (P)	28	158	1913
Harvard	4	Charles Edgar Pence (P)	7	70	1911
Holy Family Acad.	4	Sr. Mary Severine (P)	11	162	1927
Josephinum	4	Sister Ignata (P)	8	138	1922
Kenwood-Loring	4	Ruth S. Dement (P)	5	62	1918
Loyola Academy	4	Rev. Roland J. Kenney (P)	16	436	1913
Luther Institute	4	J. A. Anderson (P)	10	271	1921
Morgan Park Military Academy	4	Harry D. Abells (P)	10	181	1911
Mt. Carmel	4	Rev. C. J. Anderson (P)	21	608	1920
North Park Col. Acad.	4	A. Samuel Wallgren (P)	9	147	1917
Pullman Free School of Manual Training	4	Urban G. Willis (P)	24	390	1922
St. Ignatius	4	Rev. T. S. Conron (P)	21	576	1921
St. Mel	4	Bro. J. Francis (P)	19	525	1924
St. Rita	4	Rev. C. P. O'Neill (P)	14	388	1919
St. Stanislaus	4	Rev. T. S. Ligman (P)	14	372	1919
St. Xavier	4	Sr. Mary Corona (P)	8	217	1921
Starrett Schools for Girls	4	Gerard T. Smith (P)	12	162	1916
Univ. of Chicago					
High School	4	W. C. Reavis (P)	39	557	1911
Univ. School for Girls	4	Anna R. Haire (P)	14	110	1919
Visitation	4	Sister Mary Alberto (P)	18	540	1927
Y. M. C. A. Central Day	4	O. N. Wing (P)	12	276	1921
Y. M. C. A. Central Evening	4	H. L. Buck (P)	23	932	1923
Chicago Heights:					
Bloom Tp.	4	E. L. Boyer (P)	39	823	1907
Chrisman Township	4	J. H. Baldwin (P)	7	116	1916
Cicero:					
J. Sterling Morton Tp.	4	H. V. Church (P)	126	3020	1905
Clinton Community	4	H. H. Edmunds (S)	20	420	1911
Collinsville Township	4	A. E. Arendt (P)	19	394	1912
Crystal Lake Community	4	H. A. Dean (P)	14	270	1916
Cuba Community	4	A. E. Hubbard (S)	7	144	1924
Danville	4	W. C. Baer (P)	63	1461	1906
Decatur	4	R. C. Sayre (P)	65	1294	1905
DeKalb Township	4	R. G. Beals (P)	28	538	1905
Des Plaines:					
Maine Township	4	C. M. Himel (P)	29	597	1908

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Dixon	4	I. B. Potter (S)	22	552	1905
Downers Grove Community	4	Ernest Iler (S)	12	298	1916
DuQuoin Township	4	J. G. Stull (S)	15	320	1908
Dwight Township	4	C. A. Brothers (P)	9	202	1916
East Moline:					
United Township	4	L. F. Fulwiler (S)	16	335	1919
East Peoria Community	4	W. N. Brown (S)	9	154	1925
East St. Louis	4	H. A. Kanzler (P)	42	951	1911
Edwardsville	4	W. W. Krumsiek (P)	15	388	1913
Eldorado Township	4	James E. Raibourn (P)	15	386	1922
Elgin:					
Academy	4	Karl J. Stouffer (P)	7	86	1906
High School	4	W. L. Goble (P)	52	1157	1905
Elmhurst:					
College Academy	4	Paul N. Crusius (P)	5	42	1906
York Community	4	Geo. L. Letts (P)	24	456	1925
Elmwood Community	4	E. E. Downing (P)	8	126	1921
El Paso Township	4	H. M. Clark (P)	11	181	1827
Eureka Township	4	B. C. Moore (P)	8	137	1916
Evanston:					
Township	4	Wilfred F. Beardsley (P)	97	1832	1905
Roycemore	4	Rebecca S. Ashley (P)	10	127	1926
Fairbury Township	4	E. G. Stevens (S)	10	191	1916
Fairview Community	4	Gordon A. Cook (P)	5	88	1925
Farmer City:					
Moore Township	4	L. M. Nye (P)	8	154	1905
Fisher	4	John J. Miner (S)	16	80	1927
Flora:					
Harter-Stanford Tp.	4	Rex W. Dale (S)	12	290	1916
Freeport	4	L. A. Fulwider (P)	35	743	1906
Fulton	4	E. E. Liljequist (S)	5	101	1919
Galena	4	Myrtle R. Heer (Mrs.) (S)	10	223	1918
Galesburg	4	Oliver O. Young (P)	55	1434	1910
Galva	4	F. U. White (S)	10	176	1917
Geneseo Township	4	James D. Darnall (S)	15	282	1910
Geneva Community	4	H. M. Coultrap (S)	8	210	1914
Genoa Township	4	H. Mackenzie (P)	7	128	1923
Georgetown Township	4	Ward N. Black (S)	11	208	1918
Gibson City:					
Drummer Tp.	4	W. M. Loy (S)	13	225	1914
Gilman Community	4	H. D. Anderson (P)	7	170	1926
Glen Ellyn:					
Glenbard Tp.	4	Fred L. Biester (P)	18	483	1924
Godfrey:					
Monticello Seminary	4	Harriet C. Congdon (P)	21	70	1911
Granite City Community	4	W. F. Coolidge (P)	31	607	1923
Griggsville Community	4	Ross J. Nichol (S)	7	122	1927
Gurnee:					
Warren Township	4	D. W. Thompson (P)	10	175	1926
Harrisburg Township	4	Harry Taylor (P)	27	764	1908
Harvard Community	4	William W. Meyer (S)	13	241	1918

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Harvey:					
Thornton Township	4	William E. McVey (P)	38	920	1905
Herrin Township	4	Ralph E. Stringer (P)	29	660	1917
Highland Park:					
Deerfield Shields Tp.	4	R. L. Sandwick (P)	47	817	1906
Hillsboro Community	4	V. H. Barker (P)	17	402	1926
Hinsdale Township	4	A. F. Cook (S)	12	318	1908
Hoopestown:					
John Greer H. S.	4	W. R. Lowerly (S)	14	322	1908
Hurst:					
Hurst-Bush Community	4	D. A. Rothschild (P)	8	128	1925
Jacksonville	4	Emmett S. Finley (P)	28	693	1909
Jacksonville:					
Routt College Academy	4	J. E. Coonen (P)	7	125	1919
Jerseyville:					
Jersey Township	4	Frank H. Markman (P)	16	294	1919
Johnston City Township	4	Homer E. Reynolds (P)	14	306	1922
Joliet Township	4	L. W. Smith (P)	101	1778	1905
Kankakee	4	R. Y. Allison (P)	27	618	1906
Kansas	4	C. E. Miller (S)	5	102	1923
Kewanee	4	Oscar F. Koch (P)	18	516	1906
Kewanee:					
Wethersfield Tp.	4	E. G. Miller (S)	6	108	1922
Knoxville	4	George A. Selters (S)	8	180	1918
LaGrange:					
Broadview College	4	H. O. Olson (P)	12	148	1924
Lyons Township	4	G. W. Willett (P)	36	886	1905
Lake Forest:					
Academy	4	J. A. Richards (P)	13	182	1908
Ferry Hall	4	Eloise R. Tremain (P)	16	95	1909
Acad. of the Sacred Heart	4	Margaret Reilly (P)	9	53	1926
LaSalle-Peru Township	4	T. J. McCormack (P)	26	587	1905
Lawrenceville Township	4	Ina Rogers (P)	20	420	1914
Lebanon Community	4	E. M. Schueneman (S)	6	120	1924
LeRoy:					
Empire Township	4	C. E. Joiner (S)	9	159	1921
Lewistown	4	Howard M. Leinbaugh (S)	9	215	1916
Lexington Community	4	E. E. Wacaser (S)	8	131	1916
Libertyville Township	4	H. E. Underbrink (P)	12	267	1920
Lincoln Community	4	W. C. Hadlin (P)	25	530	1911
Lisle:					
St. Procopius	4	Rev. Cosmas C. Vesely (P)	15	170	1922
Litchfield Community	4	E. E. Mitchell (S)	13	290	1927
Lockport Township	4	James M. Smith (P)	15	232	1911
Long View Township	4	H. H. Jarman (P)	4	79	1921
Lovington Township	4	C. R. Williams (P)	9	148	1918
McLean Community	4	Lloyd L. Hargis (P)	6	78	1926
Macomb:					
High School	4	Robert C. Smith (S)	12	356	1920
W. I. S. T. C. H. S.	4	W. P. Morgan (P)	18	217	1910
Mahomet Community	4	Curtis E. Ambrose (P)	5	86	1925
Manito Community	4	C. A. C. Ostiguy (P)	4	70	1925

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Marengo Community	4	C. W. Hill (S)	11	190	1927
Marion Township	4	Arno Bratten (P)	23	588	1919
Marseilles	4	F. G. Edwards (S)	6	134	1925
Marshall Township	4	J. C. Colbert (S)	13	288	1909
Mason City Community	4	J. I. Lynch (P)	8	149	1927
Mattoon	4	H. B. Black (S)	17	398	1908
Maywood:					
Proviso Township	4	J. L. Thalman (P)	66	1433	1908
Melvin Community	4	Otis Keeler (S)	5	104	1926
Mendon Township	4	Lewis H. Hollmeyer (P)	6	103	1923
Mendota Township	4	R. E. Beebe (S)	14	277	1918
Milford Township	4	Roy F. Steele (P)	8	121	1919
Minonk Community	4	C. O. Waldrip (S)	7	134	1921
Moline	4	E. P. Nutting (P)	56	1120	1905
Monmouth	4	R. R. Perrine (P)	27	582	1918
Monticello Community	4	G. W. Sutton (P)	12	217	1919
Mooseheart	4	Mrs. W. C. Spencer (P)	19	270	1921
Morris	4	B. R. Bowden (S)	8	263	1911
Morrison	4	Mabel M. Borman (P)	11	244	1914
Morton Township	4	L. Ross Johnson (P)	5	79	1925
Mount Carroll:					
Frances Shimer	4	Wm. P. McKee (P)	12	70	1909
Mount Carmel	4	Ralph S. Condrey (P)	17	418	1918
Mount Morris Community	4	Ira R. Hendrickson (S)	6	133	1924
Mount Olive Community	4	C. H. Wright (P)	9	156	1926
Mount Pulaski Township	4	I. M. Wrigley (P)	8	152	1919
Mount Vernon Township	4	Silas Eckols (P)	29	584	1909
Muncie:					
Oakwood Township	4	E. K. Congram (P)	8	123	1919
Murphysboro Township	4	M. N. Todd (P)	22	520	1911
Naperville:					
High School	4	O. A. Waterman (S)	12	203	1915
North Central College					
Acad.	4	Edward N. Himmel (P)	12	32	1912
Neoga Township	4	Charles Allen (P)	8	162	1924
Newman Township	4	J. H. Trinkle (P)	8	125	1926
Newton Community	4	B. D. Morland (P)	12	234	1926
Normal:					
Community	4	Monroe Melton (S)	15	231	1906
University High	4	Ralph W. Pringle (P)	25	239	1915
Oakland Township	4	Leigh V. Finley (P)	10	157	1918
Oak Park and River Forest					
Township	4	M. R. McDaniel (P)	113	2632	1905
Olney Township	4	H. W. Hostettler (S)	16	357	1917
Onarga:					
Military School	4	L. M. Hittinger (P)	8	84	1923
Township	4	L. W. Haviland (P)	9	123	1918
Ottawa Township	4	Charles H. Kingman (P)	23	451	1905
Palestine Township	4	E. M. Jasper (P)	11	223	1917
Pana Township	4	L. W. Chatham (P)	17	405	1916
Paris	4	Carolyn L. Wenz (P)	25	521	1911
Pawnee Township	4	Alvin F. Petty (P)	8	105	1920

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Paxton Community	4	John J. Swinney (S)	12	240	1911
Pekin Community	4	R. V. Lindsey (P)	28	568	1911
Peoria	4	R. R. Cromwell (P)	60	1500	1905
Peoria:					
Manual Training	4	W. G. Russell (P)	47	1006	1913
Petersburg:					
Harris	4	Beulah M. Wood (P)	8	177	1926
Pinckneyville Community	4	Harry Wilson (P)	11	167	1919
Polo Community	4	H. K. Bauernfeind (S)	9	194	1907
Pontiac Township	4	G. J. Koons (P)	19	394	1905
Princeton Township	4	Owen V. Shaffer (P)	19	382	1905
Quincy	4	W. E. Nelson (P)	38	665	1906
Rantoul Township	4	C. C. Condit (P)	9	167	1926
River Forest:					
Trinity	4	Sister Mary Camillus (P)	14	300	1923
Riverside-Brookfield Tp.	4	Grace C. Tyler (P)	20	463	1917
Robinson Township	4	E. O. May (P)	20	435	1911
Rochelle Township	4	A. M. Guhl (S)	14	232	1923
Rock Falls Township	4	R. M. Robertson (P)	11	186	1927
Rockford	4	W. W. Haggard (P)	95	2206	1905
Rockford:					
Keith Country Day School	4	Nancy Philbrick (P)	6	28	1926
Rock Island:					
Augustana Acad.	4	A. W. Kjellstrand (P)	11	64	1911
High School	4	Eugene Youngert (P)	38	766	1905
Villa de Chantal	4	Sister Marie (P)	14	72	1919
Rushville	4	Robert G. Smith (S)	15	321	1923
St. Charles Community	4	G. E. Thompson (P)	11	225	1910
Sandwich Township	4	Lynn G. Hoskins (S)	13	185	1923
Saunemin Township	4	N. W. Cox (P)	6	60	1925
Savanna Township	4	W. F. Hafemann (P)	12	269	1906
Sesser:					
Goode-Baren Township	4	B. O. Wilcox (S)	9	160	1923
Shelbyville	4	Lloyd R. Skinner (P)	12	256	1913
Sidell Township	4	Leroy Hooker (S)	6	92	1916
Sparta Township	4	F. H. Torrence (P)	16	254	1919
Springfield	4	D. W. McCoy (P)	98	2391	1915
Spring Valley:					
Hall Township	4	J. W. Sullivan (P)	15	234	1916
Sterling Township	4	E. T. Austin (P)	21	440	1905
Stonington Community	4	Freeman C. Goodwin (P)	9	116	1927
Streator Township	4	W. D. Waldrip (P)	32	602	1906
Sullivan Township	4	Harold I. Tice (P)	15	262	1917
Sycamore Community	4	Roberta S. Amrine (P)	17	292	1911
Taylorville Township	4	W. H. Wheeler (P)	28	526	1909
Toulon Township	4	Henrietta Silliman (S)	11	182	1924
Tuscola Community	4	G. R. Collins (S)	14	259	1908
Urbana:					
High School	4	C. W. Rice (P)	34	779	1909
University High	4	Lewis W. Williams (P)	18	174	1922
Venice	4	S. J. McComis (P)	6	64	1919

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Vermilion Grove:					
Vermilion Acad.	4	Carey S. Farr (P)	5	46	1923
Villa Grove	4	H. M. Derby (S)	11	184	1923
Walnut Community	4	Charles E. Melton (P)	8	121	1924
Washburn Township	4	H. L. Dyar (S)	6	99	1926
Washington Community	4	R. R. Kimmell (S)	10	150	1919
Watseka Community	4	E. W. Powers (S)	14	270	1915
Wauconda Township	4	Chas. E. Mullins (P)	4	69	1926
Waukegan Township	4	John W. Thalman (P)	63	1379	1906
Waverly Township	4	O. L. Backstahler (S)	10	165	1919
Wellington Township	4	H. E. Eveland (P)	6	46	1919
West Chicago Community	4	C. C. Byerly (S)	14	189	1910
West Frankfort:					
Frankfort Community	4	F. A. Wilson (P)	28	709	1925
Westville Township	4	Russell L. Guin (P)	11	219	1923
Wheaton:					
Community	4	C. E. Wygant (P)	24	402	1908
Academy	4	Edward R. Schell (P)	4	91	1911
Williamsville Township	4	B. L. Reeves (S)	6	86	1927
Wilmette:					
Maria Immaculata	4	Sister Myra (P)	10	38	1922
Winnetka:					
New Trier Township	4	F. E. Clerk (P)	80	1469	1906
North Shore Country Day	4	Perry Dunlap Smith (P)	17	111	1921
Wood River-E. Alton Community	4	L. G. Osborn (P)	13	338	1921
Woodstock Community	4	E. W. Beatty (S)	19	328	1910
Yorkville Consolidated	4	C. H. Dixon (S)	6	96	1922
Total	297		7290	170935	

INDIANA

Alexandria	4	W. S. Forney (S)	11	260	1908
Anderson	4	D. E. Weidler (P)	46	1180	1908
Attica	4	F. L. Coffing (P)	10	238	1908
Auburn	4	E. L. Frilbey (P)	16	279	1922
Bedford	4	R. B. Julian (P)	28	279	1908
Bloomington	4	H. E. Binford (P)	39	930	1910
Bluffton	4	D. F. Mitzner (P)	17.5	378	1916
Brazil	3	A. P. Keller (S)	17.8	391*	1910
Bremen	6	C. B. Macy (S)	6	148	1915
Brookville	4	A. J. Reifel (S)	8.2	178	1926
Clinton	4	L. E. Michael (P)	19.6	526	1915
Collegeville:					
St. Joseph Acad.	4	Joseph B. Kunkle (P)	9	205	1917
Columbia City	4	B. A. Sweigart (P)	10	276	1916
Columbus	4	Donald DuShane (S)	28	594	1915
Connersville	4	E. C. Dodson (S)	20.5	461	1908
Covington	4	H. C. Wysong (S)	9	173	1926
Crawfordsville	3	O. F. Dietz (P)	20	406*	1908
Culver:					
Culver Military Academy	4	Gen. G. R. Gignilliat (S)	51.2	685	1912

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Decatur	4	F. M. Worthman (S)	14	255	1910
Delphi	4	C. T. Amick (S)	10	202	1916
East Chicago	6	R. W. Feik (P)	29	687	1906
Elkhart	4	J. W. Holdeman (P)	45	1153	1906
Elwood	4	W. F. Smith (S)	23.2	559	1919
Evansville:					
Bosse	4	R. C. Puckett (P)	39.7	807	1925
Central	4	C. F. Olmstead (P)	59.6	1515	1906
Reitz	4	F. H. Bosse (P)	31	465	1922
Fairmount	6	F. G. Neel (S)	11	263	1926
Ft. Wayne:					
Central	4	F. H. Croninger (P)	81	1424	1906
South Side	4	R. H. Snider (P)	57	1204	1924
Frankfort	4	Katherine Howard (P)	25.4	545	1909
Franklin	4	J. S. Williams (S)	14	371	1908
Garrett	4	W. S. Painter (S)	10.5	292	1927
Gary:					
Emerson	4	E. A. Spaulding (P)	48.8	1187	1908
Froebel	4	C. S. Coons (P)	18	611	1915
Goshen	4	O. L. Walter (P)	26	557	1907
Greencastle	4	C. L. Busenburg (P)	16.7	349	1919
Greenfield	4	H. H. Mourer (P)	12	215	1921
Hammond	4	A. L. Spohn (P)	58	1247	1908
Hartford City	6	G. H. Telle (S)	13.8	346	1918
Hobart	4	Guy Dickey (S)	6.2	171	1926
Howe:					
Howe School	4	C. H. Young (S)	10.8	155	1907
Huntington	4	C. E. Byers (P)	26.2	538	1909
Indianapolis:					
Arsenal Technical	4	M. H. Stuart (P)	241	5321	1916
Emmerich Man. Tr.	4	E. H. K. McComb (P)	107	2395	1908
Shortridge	4	George Buck (P)	98.2	2505	1907
Tudor Hall	6	Fredonia Allen (P)	11	148	1921
Kendalville	4	H. M. Dixon (S)	14	309	1913
Kentland	6	J. F. Hull (S)	4.5	114	1925
Kokomo	4	C. E. Hinshaw (P)	44	1034	1908
Lafayette	4	L. E. Singer (P)	38.7	816	1908
La Porte	4	W. G. Ludlow (P)	28.4	726	1906
Lebanon	6	V. L. Tatlock (P)	21.4	500	1918
Liberty	4	E. H. Bell (S)	5.3	129	1926
Ligonier	4	R. E. Allen (S)	6.3	130	1927
Logansport	3	J. J. Mitchell (P)	28	651*	1908
Madison	4	E. O. Muncie (S)	11	249	1916
Marion	4	J. W. Kendall (P)	38	828*	1916
Martinsville	6	M. S. Mahan (S)	21.5	453	1917
Michigan City	4	M. L. Knapp (P)	32	687	1907
Mishawaka	4	C. C. Cauble (P)	29	784	1909
Monticello	6	H. E. Elder (S)	10.4	195	1915
Mount Vernon	3½	M. N. O'Bannon (S)	8.3	215*	1909
Muncie	4	L. S. Martin (P)	57	1403	1908
New Castle	4	E. J. Llewelyn (S)	27.4	688	1909
North Judson	6	H. C. Clausen (P)	6.5	122	1926

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
North Manchester	6	Warner Ogden (P)	7	140	1924
Notre Dame:					
St. Mary's Acad.	4	Sister M. Ursulieve (P)	9	108	1922
Oxford	4	R. E. Hood (P)	6	86	1919
Peru	4	J. P. Crodian (P)	25	669	1922
Pierceton	6	Ray Kuhn (P)	7.4	119	1927
Plymouth	4	C. E. Spaulding (S)	14.4	325	1913
Portland	4	J. C. Webb (S)	15.2	349	1920
Princeton	4	Mable E. Tichenor (P)	15.2	341	1925
Rensselaer	4	C. R. Dean (S)	13.3	253	1908
Richmond	3	E. C. Cline (P)	38	740*	1906
Rochester	4	L. V. Phillips (P)	13	325	1922
Rushville	4	H. B. Allman (S)	11.5	252	1909
St. Mary-of-the-Wood Acad.	4	Sister Mary Ignatia (S)	7	92	1917
Salem-Washington Twp.	4	E. E. Brooks (P)	13.8	301	1917
Seymour	6	B. R. Stewart (P)	23	440	1917
Shelbyville	4	W. S. Peters (P)	19.6	556	1908
South Bend	3	J. S. McCowan (P)	66	1642*	1906
Sullivan	4	A. D. Montgomery (S)	16.5	447	1910
Terre Haute:					
Garfield	4	Chas. Zimmerman (P)	38.5	672	1913
Normal	4	H. W. Byrn (P)	8	124	1914
Wiley	4	Geo. C. Carroll (P)	57	1204	1908
Tipton	4	C. B. Stemen (P)	12	332	1923
Union City	4	R. P. Wisheart (S)	9	135	1909
Valparaiso	4	H. M. Jesse (P)	16.9	385	1908
Vincennes	4	V. L. Eikenberry (P)	23	584	1915
Wabash	4	M. C. Darnall (P)	18.2	430	1909
Warsaw	4	G. M. Leffel (S)	12	331	1918
Washington	4	J. H. Shipp (S)	20.3	444	1909
West Lafayette	4	F. A. Burtfield (S)	11.6	230	1914
Whiting	4	L. C. Grubb (P)	17.5	388	1924
Winchester	4	O. R. Baker (S)	9.8	171	1915
Total	96		2517.3	55722	

IOWA

Albia	4	J. R. Halliburton (P)	20.6	470	1914
Algona	4	J. F. Overmyer (S)	14	285	1906
Alta	4	H. H. Hinshaw (S)	7.4	132	1920
Ames	3	P. L. Davis (P)	18	349	1914
Anamosa	4	Frank W. Jones (S)	9.25	184	1917
Atlantic	4	Nelle Clare Fraser (P)	16	451	1924
Audubon	4	M. M. McIntire (S)	11	236	1910
Bedford	4	V. A. Helfenstein (S)	11	257	1915
Belle Plaine	4	Robert E. Lee (S)	10.25	292	1914
Bellevue	4	Ross H. Beall (S)	5	87	1926
Bloomfield	4	H. Ostergaard (S)	14.5	313	1927
Boone	3	A. G. Umbreit (P)	21	530	1910
Britt	3	C. E. Cooper (S)	5.3	104	1925
Buffalo Center	4	C. A. Pease (S)	6.66	135	1927

*In these schools all or part of the ninth grade is not included.

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Burlington	4	Roy H. Bracewell (P)	41.75	960	1908
Carroll	4	J. N. Cunningham (S)	12.41	236	1908
Cedar Falls:					
High School	3	F. L. Mahannah (S)	13.5	238	1909
I. S. T. C. High School	4	C. L. Jackson (P)	7.4	141	1913
Cedar Rapids:					
Grant High School	3	Homer C. Couch (P)	25	583	1925
Washington High School	3	M. S. Hallman (P)	46.7	933	1905
Centerville	4	E. W. Fannon (S)	20	537	1906
Charles City	4	A. R. Melrose (P)	17.33	404	1908
Cherokee	4	Lillian W. Sherrard (P)	15.29	274	1908
Clarinda	4	Ernest L. Weaver (S)	16	380	1909
Clarion	4	George D. Eaton (S)	13	263	1917
Clear Lake	4	D. J. Kelley (S)	10.2	244	1921
Clinton	4	W. J. Yourd (P)	35.2	876	1920
Colfax	3	D. M. Kelly (S)	8	148	1916
Corning	4	W. H. Durkee (S)	12	273	1912
Corydon	4	Ward T. North (S)	8	168	1908
Council Bluffs:					
Abraham Lincoln H. S.	4	G. W. Kirn (P)	36.5	922	1907
Thomas Jefferson H. S.	5	R. F. Myers (P)	32.5	830	1927
Cresco	4	A. R. Tiffany (S)	14	310	1907
Creston	4	George E. DeWolfe (S)	20	470	1926
Davenport:					
High School	3	Geo. Edward Marshall (P)	56	1296	1908
St. Ambrose College H. S.	4	U. A. Hauber (Pres.)	11.5	231	1927
Decorah	4	C. C. Gamertsfelder (S)	14	340	1907
Denison	3	C. E. Humphrey (S)	8.5	152	1910
Des Moines:					
Abraham Lincoln H. S.	3	N. H. Weeks (P)	13.4	407	1907
East High School	3	A. J. Burton (P)	61.8	1466	1905
North High School	4	C. H. Threlkeld (P)	37.8	992	1905
Theodore Roosevelt H. S.	3	R. R. Cook (P)	28	829	1924
West High School	3	H. T. Steeper (P)	17	492	1905
Dubuque:					
Columbia Academy	4	E. A. Fitzgerald (R)	14	316	1926
Mount St. Jos. Acad.	3	Sr. Mary St. Helen Donahue	5	37	1918
Senior High School	3	R. W. Johnson (P)	31.6	626	1906
University High Sch.	4	Lewis B. Mull (P)	4.5	27	1923
Visitation Academy	4	Sister Mary Fidelis (P)	7.1	135	1926
Eagle Grove	4	Jack M. Logan (S)	14	338	1906
Earlham	4	Allen R. Nieman (S)	8.25	125	1922
Eldora	4	W. G. Clark (S)	10.5	207	1917
Elkader	4	P. G. Gamertsfelder (S)	5.66	102	1912
Emmetsburg	4	Janette McEwen (P)	10.5	211	1915
Epworth:					
Epworth Military Acad.	4	Captain A. S. Watson (P)	4	21	1926
Esterville	4	J. S. Hilliard (S)	13.18	336	1923
Fairfield	4	C. F. Garrett (S)	28	566	1912
Fonda	4	Harry D. Doeringsfeld (S)	5.5	85	1923
Forest City	4	Cameron M. Ross (S)	9.4	157	1921
Fort Dodge	4	Clarence E. Nickle (P)	35.6	871	1908

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Fort Madison	4	A. I. Tiss (S)	19	451	1912
Garner	4	J. R. Mounce (S)	8.1	131	1925
Glidden	3	G. B. Yearous (S)	6	92	1923
Goldfield	4	J. E. Thomas (S)	4	89	1927
Grinnell	4	T. T. Cranny (P)	19.5	422	1904
Grundy Center	4	T. J. Tormey (S)	8.5	173	1923
Guthrie Center	4	F. W. Vorhies (S)	10	229	1924
Guttenberg	4	Herbert L. Pesch (P)	5.4	88	1924
Hampton	4	Arthur E. Rankin (S)	11	274	1917
Harlan	4	Forrest G. Stith (S)	13	280	1927
Hawarden	4	E. E. Menefee (S)	11.5	209	1927
Hull:					
Western Academy	4	Garrett Hayns (P)	3	80	1925
Independence	4	Thomas R. Roberts (S)	14.5	261	1910
Indianola	3	W. H. Hoyman (S)	11.25	266	1910
Iowa City	4	W. E. Beck (P)	27.6	637	1905
Iowa Falls	4	W. A. Thalman (P)	11	294	1913
Keokuk	3	Geo. E. Davis (P)	21.4	402	1925
Knoxville	4	A. J. Steffy (S)	13	291	1919
Lamoni:					
Graceland Academy	4	G. N. Briggs	3.5	38	1920
La Mars	3	Lee J. Gillis (S)	10.5	217	1914
Logan	4	William J. Keay (S)	9.5	171	1914
Lyons (P. O. Clinton)	4	D. F. Dickerson (S)	11	211	1916
Manchester	4	C. W. Bangs (S)	14	239	1907
Manson	4	Edwin E. Swanson (S)	8	168	1924
Mapleton	4	J. H. Martin (S)	8.8	154	1921
Maquoketa	4	B. S. Moyle (S)	11.5	253	1906
Marengo	4	Catharyne Chambers (P)	7	190	1908
Marion	4	C. B. Vernon (S)	14.25	331	1917
Marshalltown	4	B. R. Miller (P)	30	724	1908
Mason City	4	James Rae (P)	43	1107	1910
Missouri Valley	4	C. G. Weatherwax (S)	16.6	332	1908
Monticello	4	C. I. Bixler (S)	9.3	151	1915
Moravia	4	Melvin H. Goeldner (S)	6.81	139	1927
Mount Pleasant	3	C. W. Cruikshank (S)	10.25	228	1913
Muscatine	4	F. J. Howe (P)	31	654	1909
Nevada	4	T. B. Warren (S)	8	173	1922
New Hampton	4	P. C. Lapman (S)	11.8	260	1919
Newton	4	B. C. Berg (S)	37.3	584	1908
Oelwein	3	A. W. Moore (S)	13.5	232	1923
Onawa	4	H. W. Hartman (S)	9.66	200	1908
Osage	4	G. W. Sawyer (S)	12	271	1909
Oskaloosa	4	Russell C. Hartman (P)	29.8	640	1908
Ottumwa:					
High School	4	Roy F. Hannum (P)	50	1247	1908
St. Joseph Academy	4	Sister Mary Geraldine (S)	7	67	1927
Perry	4	Agnes E. Heightshoe (S)	17	322	1924
Postville	4	R. D. Noble (S)	5	114	1921
Radcliffe	4	G. J. Quiel (S)	6.6	136	1924
Red Oak	4	J. R. Inman (S)	17	380	1918
Riceville	4	Samuel Tyler (S)	8.5	134	1925

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Rock Rapids	4	O. H. Whitehead (S)	7.5	159	1918
Sac City	3	J. H. Ray (S)	9	250	1924
Sheldon	4	F. H. Chandler (S)	13	213	1913
Shenandoah	4	H. M. Taylor (S)	16	376	1919
Sibley	4	F. H. Gilliland (S)	6.3	144	1914
Sioux City:					
Central High School	3	A. G. Heitman (S)	54.5	1329	1908
East High School	3	L. W. Feik (P)	20.66	420	1927
Spencer	4	Edith F. Rusk (P)	17.6	401	1909
Spirit Lake	4	H. E. Ilsley (S)	8.2	200	1915
Storm Lake	3	Fred B. Farmer (S)	8.2	180	1915
Story City	4	Frank E. Green (S)	7	130	1922
Stuart	4	L. E. Castle (S)	7.6	127	1920
Tabor	4	J. M. Ireland (S)	7.5	130	1922
Tama	4	E. H. Nelson (S)	8.66	180	1919
Toledo	4	Will A. Pye (S)	9	155	1919
Villisca	4	H. E. Dow (S)	12.2	275	1916
Vinton	4	E. L. Palmer (S)	12.2	266	1914
Washington	4	J. H. Peet (S)	21.5	426	1916
Waterloo:					
East High School	3	Fred J. Miller (P)	20	506	1912
West High School	4	Fred J. Kluss (P)	37.5	759	1908
Waukon	3	B. K. Orr (S)	6.8	155	1922
Waverly:					
High School	4	T. M. Clevenger (S)	11	232	1927
Wartburg Normal College Academy	4	Carl P. Lenz	9.6	95	1926
Webster City	4	John E. Smith (S)	17	409	1913
West Liberty	4	P. K. Cesander (S)	8	173	1907
Winterset	4	M. R. Hassel (S)	17	321	1923
Woodbine	4	C. D. Vance (S)	9	180	1924
Total	135		2107.97	46307	

KANSAS

Abilene	4	M. R. Gray (P)	27	498	1910
Alma	4	E. R. DeVore (P)	7.9	104	1913
Altamont:					
Labette Co. Com.	4	D. L. Katterjohn (P)	25.5	414	1912
Anthony	4	W. Rankin Young (P)	13.3	253	1923
Arkansas City	3	E. A. Funk (P)	25.3	646	1924
Ashland	4	F. E. Niles (S)	12	174	1920
Atchison:					
High	6	Chas. O. Wright (P)	18	341	1913
St. Benedict's Col. Acad.	4	Rev. Louis Baska (P)	15.3	220	1926
Augusta	4	E. F. Harms (P)	16	303	1920
Baxter Springs	4	G. R. White (S)	13.5	242	1923
Belleville	4	W. O. Stark (S)	12	208	1925
Beloit	4	Wm. Englund (P)	18	296	1922
Blue Rapids	4	G. A. Swift (S)	8	122	1926
Bonner Springs	4	D. C. Clarke (S)	9	153	1923
Bucklin	4	F. I. Cline (S)	7	138	1920

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Burlington	4	Adin F. Lehman (P)	14.4	298	1912
Caldwell	4	J. H. Pendleton (P)	11.15	250	1921
Caney	4	J. R. Popkins (S)	17	210	1923
Cedarvale	4	Finis M. Green (S)	9	169	1923
Chanute	3½	W. S. Davison (P)	25	490	1911
Chapman:					
Dickenson Co. Com.	4	O. O. Smith (P)	16	253	1926
Cherokee:					
Crawford Com.	4	J. C. Straley (P)	14	225	1923
Cherryvale	4	J. Fred Essig (P)	16	309	1912
Cimarron	4	Emma Ordnung (P)	7	120	1924
Clay Center:					
Clay Co.	4	Sheldon Frick (P)	21.7	440	1911
Coffeyville	3	W. W. Bass (P)	23	601	1927
Concordia	4	L. E. Henderson (P)	21	425	1910
Columbus:					
Cherokee Co. Com.	4	Ethel Lock (P)	25	517	1923
Cottonwood Falls:					
Chase Co. Com.	4	Wm. R. Thompson (P)	12	184	1922
Dodge City	4	R. E. DeVore (P)	20	458	1912
Effingham:					
Atchison Co. Com.	4	Herbert C. Hawk (P)	12	190	1911
ElDorado	3	W. E. McNelly (P)	19.9	412	1911
Ellis	4	G. H. Hower (P)	10.7	142	1924
Ellsworth	4	O. J. Silverwood (S)	12.1	214	1915
Emporia	3	Rice E. Brown (P)	28.9	161	1908
Eudora	4	Romulus B. Church (P)	7	97	1925
Eureka	4	H. O. LeGrande (P)	12.5	226	1917
Florence	3	Raymore B. Walcher (P)	11	225	1922
Fort Scott	3	C. M. Lockman (P)	32.5	570	1906
Fredonia	3	H. C. Scarborough (P)	11	218	1922
Frontenac	3	Guy R. McMurry (P)	9	107	1925
Garden City	3	Earl Walker (P)	12.38	240	1913
Garnett	4	G. E. Watkins (P)	12	218	1911
Girard	4	Jane Townsend (P)	10.8	253	1919
Glasco	4	E. S. Lehmann (P)	8.5	109	1925
Goodland:					
Sherman Com.	4	John Battin (P)	12	251	1920
Great Bend	4	Willard Mayberry (P)	19	392	1912
Greensburg	4	M. F. Stark (P)	11.5	160	1927
Halstead	4	Donald A. McConnell (P)	7	156	1925
Harper	4	E. M. Crawford (P)	14	252	1923
Hays	2	Maude McMinder (P)	12	193	1916
Herington	4	Flora Burnett (P)	11.5	230	1926
Hiawatha	4	Wm. D. Wolf (P)	13	263	1909
Hoisington	4	C. C. Hardy (S)	15	211	1916
Holton	3	A. G. Schroedermeier (P)	9	201	1927
Horton	4	Rider Stockdale (S)	12	195	1918
Howard	4	E. E. Cole (S)	7	136	1924
Humbolt	4	H. B. Blair (S)	13	203	1914
Hutchinson	3	J. F. Gilliland (P)	32.1	823	1906
Independence	3	E. R. Stevens (P)	29.5	516	1911

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Iola	3	J. A. Fleming (P)	17	399	1908
Jetmore:					
Hodgeman Co. Com.	4	A. D. Daniels (P)	7	110	1927
Jewell City	4	Fred W. Meyer (P)	8.5	125	1925
Junction City	3	G. A. Tewell (P)	14	273	1906
Kansas City:					
Argentine	6	J. C. Harmon (P)	16.5	382	1915
Central	4	J. F. Wellemeyer (P)	59.5	1701	1906
Rosedale	4	Lewis D. Kruger (P)	15.5	354	1915
Kingman	4	W. O. Brownlee (P)	18.5	339	1913
Kingsley	4	C. M. Rankin (S)	10	146	1913
Kiowa	4	S. T. Frazer (P)	9	146	1921
Larned	4	R. V. Phinney (S)	13.3	272	1924
Lawrence:					
Liberty Memorial	3	John R. Barnes (P)	29.5	607	1914
Oread Training	4	J. W. Twente (P)	8	51	1920
Leavenworth:					
High	3	M. E. Born (P)	25	503	1906
St. Mary's Academy	4	Sister M. Josepha (P)	8	102	1926
Liberal	4	N. B. Mahuron (S)	17.2	335	1924
Lincoln	4	L. J. Stark (S)	13	207	1924
Lindsborg:					
High	4	E. A. Hyldoft (P)	9	188	1916
Bethany Academy	4	Anna A. Carlson (P)	7	35	1922
Lyons	4	Edw. G. Grannert (P)	13	280	1923
Manhattan	3	H. Leigh Baker (P)	25	517	1915
Mankato	4	L. L. Woodfin (P)	8	114	1916
Marion	4	Chas. A. Hall (S)	10	200	1913
Marysville	4	J. J. Yoder (S)	13	299	1912
McLouth	4	W. C. Morrow (P)	6	107	1925
McPherson	3	R. W. Potwin (S)	13	316	1911
Medicine Lodge	4	Isaac V. Martin (S)	11	136	1924
Merriam:					
Shawnee Mission	4	D. A. Morgan (P)	14	314	1925
Miltonvale	4	G. B. Kappelman (P)	9	118	1926
Minneapolis	4	Geo. E. Bear (S)	11	199	1927
Neodesha	6	Geo. D. Caldwell (P)	26	563	1913
Ness City	4	M. H. Templeton (S)	6	130	1923
Newton	4	Frank Lindley (P)	25	604	1911
Nickerson:					
Reno Community	4	F. A. Mundell (P)	11	198	1911
Norton:					
Norton Community	4	W. C. Nystrom (P)	14	291	1923
Oberlin:					
Decatur Community	4	Caleb W. Smick (P)	14	218	1923
Olathe	4	Norman I. Reist (P)	15	332	1911
Onaga	4	Frank T. Sullivan (P)	8	154	1924
Osawatomie	4	George A. York (S)	12	245	1923
Osborne	4	O. R. Farris (S)	11	205	1924
Oswego	4	C. T. Johnson (S)	10	202	1922
Ottawa	4	R. E. Gowans (P)	25	611	1918

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Paola:					
High	4	Jerry J. Vineyard (P)	14	309	1908
Ursuline Academy	4	Mother Thomas (P)	7	71	1926
Parsons	3	J. F. Farner (P)	24	622	1916
Pawnee Rock	4	H. Nelson Gilbert (S)	6	69	1926
Peabody	4	Harry H. Brown (P)	12	174	1921
Phillipsburg	4	Roy V. Green (S)	10.63	180	1925
Pittsburg:					
High	4	J. L. Hutchinson (P)	33.5	903	1914
State Teachers College					
High	3	H. C. Pryor (P)	10.5	130	1922
Plains Consolidated	4	H. C. VanVoorhis (P)	8	108	1927
Pratt	3	Amos W. Glad (P)	13.18	241	1921
Rossville	4	T. L. Bouse (P)	7	105	1925
Russell	4	O. G. Rouse (P)	11	190	1927
Sabetha	4	F. C. Marks (S)	11.5	207	1912
St. Marys:					
St. Mary's Col. Acad.	4	Wm. K. Tracy (P)	20	270	1924
Salina:					
High	3	Willard N. Van Slyck (P)	31	658	1910
Marymount Academy	4	Sister Mary Domitilla (P)	5	26	1925
Sacred Heart	4	Sister M. Aquinas (P)	7.5	135	1925
Sedan	4	S. J. Owens (P)	11	193	1922
Seneca	4	Albert J. Venning (P)	7.25	93	1920
Smith Center	4	G. R. Oleson (P)	10.5	204	1921
Stafford	4	Frank L. Irwin (P)	12.9	230	1911
Sterling	3	C. B. Wiley (P)	11	163	1922
Syracuse	4	W. A. Baker (S)	7	149	1924
Topeka:					
High	4	A. M. Darnell (P)	56	1568	1906
College of the Sisters of					
Bethany	4	Virginia McGrew (P)	7	36	1926
WaKeeney:					
Trego Community	4	James C. Sloan (P)	9	176	1912
Wamego	4	A. Carkuff (P)	11	177	1917
Washington	4	W. H. Seaman (P)	9	154	1920
Wellington	3	Will M. McCort (P)	17	398	1906
Wichita	3	Nelle S. West (Registrar)	101	2278	1906
Wilson	4	Ralph Stinson (S)	7	115	1927
Winfield	3	Evan E. Evans (P)	22.7	558	1909
Yates Center	4	W. T. Markham (S)	12.5	222	1925
Total	135		2066.28	40365	

MICHIGAN

Adrian	3	E. J. Reed (P)	22.5	475	1904
Albion	3	W. C. Harton (P)	11	302	1907
Allegan	4	J. H. Killmaster (P)	14.57	338	1919
Alma	4	D. D. Yoder (P)	15.7	393	1912
Alpena	4	W. L. Gray (P)	18.3	385	1914
Amasa	4	C. M. Street (S)	4	66	1926
Ann Arbor:					
High School	3	L. L. Forsythe (P)	42	801	1904

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
University High School	6	H. H. Ryan (P)	21	307	1927
Bad Axe	4	Russell LeCronier (P)	12	258	1925
Battle Creek	4	W. G. Coburn (S)	46	1410	1904
Bay City	3	P. M. Keen (P)	47.3	915	1921
Belding	4	F. H. Austin (P)	10.33	226	1917
Benton Harbor	4	C. A. Semler (P)	33.5	730	1906
Berrien Springs:					
Emmanuel Miss. Prep.	4	H. E. Edwards (P)	4.5	124	1922
Bessemer	4	A. J. Matteson (P)	15	307	1905
Big Rapids:					
Ferris Institute	4	G. Masselink (P)	13	225	1914
High School	4	J. W. Kelder (S)	16.6	349	1925
Birmingham	6	M. C. Hart (P)	11	221	1912
Boyne City	4	W. L. Fuehrer (S)	11.8	220	1911
Buchanan	4	E. H. Ormiston (P)	8.3	206	1924
Cadillac	4	G. H. Mills (P)	21.3	524	1907
Calumet	4	W. E. Trebilcock (P)	42	878	1904
Caro	4	A. E. Wilber (P)	12.8	308	1925
Charlotte	4	D. L. Wilde (P)	20.3	382	1904
Charlevoix	4	G. H. Coverdale (S)	8	187	1927
Cheboygan	4	Carl Titus (S)	11	301	1914
Coldwater	3	C. F. Hamilton (S)	14	313	1923
Croswell	4	Harry Huller (P)	8	173	1916
Crystal Falls	4	W. E. Thorsberg (P)	11.6	308	1908
Dearborn	4	R. H. Adams (S)	15	278	1927
Detroit:					
Cass Tech.	4	B. F. Comfort (P)	149.8	3647	1916
Central	4	J. H. Corns (P)	99	3131	1904
College H. S.	3	L. G. Cooper (P)	16	447	1926
D. I. T. Men's Evening	4	E. J. Soop (P)	8	.....	1926
D. I. T. (Hudson) H. S.	5	J. W. Hindes (P)	4	43	1922
Detroit University H. S.	5	D. H. Fletcher (P)	5	65	1905
Eastern	4	L. B. Mann (P)	78.6	2597	1904
Northeastern	4	C. M. Novak (P)	90.5	2251	1918
Northern	3	J. E. Tanis (P)	88	2244	1918
Northwestern	4	B. J. Rivett (P)	154.5	4218	1915
Sacred Heart Sem.	4	J. L. Linsenmeyer (P)	11	290	1923
St. Leo	4	Sister Maria Kyran (P)	12	225	1925
Sem. of the Felician Sisters	4	Sister M. Annunciata (P)	5.6	129	1926
Southeastern	3	W. R. Stocking (P)	63	1810	1920
Southwestern	6	G. W. Murdock (P)	89	2370	1916
Univ. of Detroit H. S.	4	L. V. Carron (P)	18	460	1917
Western	4	I. E. Chapman (P)	72	2071	1905
Dollar Bay	4	T. R. Davis (P)	8	81	1910
Dowagiac	3	Ralph Van Hoesen (P)	16	254	1906
East Grand Rapids	4	W. B. Beadle (S)	9	155	1925
East Jordan	4	C. F. Snellenberger (P)	9	148	1917
East Lansing	6	R. D. Wyatt (P)	14.3	328	1921
Eaton Rapids	4	M. J. Martin (S)	10.5	247	1924
Escanaba	4	J. A. Lemmer (P)	27.5	630	1909
Farmington	4	A. G. Leonard (S)	8	124	1927
Fenton	3	J. A. Dalrymple (S)	4.25	112	1926

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Ferndale:					
Lincoln	6	C. R. Bradshaw (P)	18	434	1923
Flint	3	J. E. Wellwood (P)	75.5	2089	1910
Fordson	4	V. E. Chase (P)	16.4	228	1926
Fremont	4	S. S. Nisbet (S)	10.25	228	1914
Gladstone	4	A. R. Watson (S)	9	262	1911
Grand Haven	4	G. H. Olsen (P)	16.9	442	1909
Grand Ledge	4	Jonas Sawdon (S.)	13	251	1916
Grand Rapids:					
Central	6	C. F. Switzer (P)	32.9	708	1905
Christian	4	F. J. Driesens (P)	14	343	1926
Creston	6	S. R. Upton (P)	40	1044	1927
Mt. Mercy Acad.	4	Sister Mary A. Thiel (P)	4.3	63	1925
Ottawa Hills	6	H. D. MacNaughton (P)	36	932	1927
Sacred Heart Acad.	4	Sister M. Alphonsus (P)	9	65	1926
South	6	A. W. Krause (P)	77	1291	1917
Union	6	C. A. Everest (P)	31	757	1912
Greenville	4	E. B. Holden (P)	11.9	276	1914
Grosse Pointe	6	W. L. Walling (S)	19	447	1927
Halfway	4	J. R. Emens (P)	7	95	1927
Hamtramck	6	E. M. Conklin (P)	78	2248	1921
Hancock	3	B. L. Davis (P)	10	279	1904
Harbor Springs	4	H. J. Kaake (S)	10.5	165	1922
Hartford	3	E. E. Giddings (S)	3.3	85	1926
Hart	4	L. S. Chamberlain (P)	9	216	1923
Hastings	4	W. T. Wallace (P)	19.5	448	1909
Hazel Park (P. O. Royal Oak)	6	H. H. Beecher (P)	9.75	163	1926
Highland Park	3	Wm. Prakken (P)	54	1066	1914
Hillsdale	6	E. G. Rose (P)	20	537	1910
Holland:					
Christian H. S.	3	J. Hietbrink (P)	3	72	1925
High School	6	E. E. Fell (S)	26	484	1909
Holly	6	R. H. Bravender (S)	11	268	1927
Houghton	3	C. R. Kitson (P)	10.6	230	1906
Howell	3	J. S. Page (S)	10	230	1916
Hudson	5	G. H. Little (S)	12.5	274	1914
Inlay City	6	R. A. Grettenberger (S)	7	136	1924
Ionia	3	A. A. Rather (S)	15	442	1907
Iron Mountain	4	John Jelsch (P)	20.24	470	1904
Iron River	6	Pearl Windsor (P)	23	316	1916
Ironwood	3	J. E. Blue (P)	24.2	550	1909
Ishpeming	4	M. McFarlane (P)	21.8	646	1909
Jackson	3	F. L. Bliss (P)	45	1176	1905
Kalamazoo:					
Central	4	W. F. Head (P)	66.2	1541	1904
Nazareth Acad.	4	Sister M. Celestine (P)	8	70	1926
Western Normal H. S.	4	W. J. Rhynsbarger (P)	13.75	272	1917
Lake Linden	4	C. W. Bemmer (S)	10.8	220	1909
Lansing	3	C. E. LeFurge (P)	87	1747	1904
Lapeer	3	E. E. Irwin (S)	9.5	196	1925
Lowell	3	C. R. Haas (P)	6.5	128	1923

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Ludington	4	H. H. Hawley (P)	24	465	1909
Manistee	4	E. M. Boyne (P)	18	394	1923
Manistique	4	R. H. Wilson (P)	10.7	276	1907
Marine City	6	A. T. Greenman (S)	13.5	260	1926
Marquette:					
High School	4	W. M. Whitman (S)	22	403	1904
John D. Pierce H. S.	4	D. H. Bottum (P)	6.5	119	1920
Marshall	4	H. W. Adams (P)	13.8	251	1904
Mason	3	C. E. DeMeritt (S)	5	122	1916
Menominee	6	J. L. Silvernale (S)	17	392	1907
Midland	3	B. C. Fairman (P)	12.5	230	1912
Monroe:					
High School	5	G. T. Cantrick (P)	12	245	1906
St. Mary Academy	4	Mother M. Domitilla (P)	10	243	1919
Mount Clemens	6	Philip Lovejoy (P)	46.5	826	1907
Mount Pleasant:					
High School	6	L. C. Wendt (P)	15	316	1914
Sacred Heart Acad.	4	Sister M. Mildred (P)	6	100	1927
Munising	3	R. W. Jackson (P)	6.2	134	1916
Muskegon	3	J. A. Craig (P)	40	764	1904
Muskegon Heights	6	C. F. Bolt (P)	12	263	1923
Negaunee	6	H. S. Doolittle (S)	19	430	1909
Newberry	4	O. E. Johnson (P)	7.8	203	1917
Niles	3	W. J. Zabel (P)	14	299	1918
Northville	6	W. H. Gordon (S)	5.5	141	1926
Norway	4	C. E. Hertz (P)	9.7	205	1908
Onaway	4	M. Otterbein (S.)	6.8	495	1924
Ontonagon	4	E. Nettie Harrington (S)	7	160	1912
Otsego	4	H. H. Rigg (S)	10	189	1908
Owosso	4	E. A. Cournyer (P)	26	616	1910
Painesdale	4	Cora Jeffers (P)	14	390	1914
Paw Paw	3	O. W. Kaye (S)	8	141	1926
Petoskey	4	H. S. Bates (P)	19.4	368	1908
Plainwell	6	M. L. Fear (S)	9	194	1925
Plymouth	6	Edna M. Allen (P)	12.3	307	1916
Pontiac	4	F. J. DuFrain (P)	56	1210	1905
Port Huron	3	L. F. Meads (P)	30.5	622	1905
Portland	4	C. H. Bryan (S)	5.8	157	1911
Redford	4	L. C. Bow (P)	27	700	1926
Republic	6	J. A. B. MacAuley (S)	7.25	81	1926
River Rouge	6	H. M. Rosa (P)	18	695	1911
Rochester	4	W. E. Parker (S)	9.8	206	1925
Rockford	5	E. C. Carlson (S)	9	206	1926
Royal Oak	6	H. J. Ponitz (P)	46	1118	1917
Saginaw:					
Arthur Hill	3	G. A. Manning (P)	28.2	639	1904
Eastern	3	S. H. Lyttle (P)	41	820	1904
St. Andrew	4	Sister M. Hortense (P)	4	105	1926
St. Mary	4	Sister M. Philomena (P)	6	136	1926
St. Clair	3	Fred Adolph (P)	9	111	1926
St. Johns	4	H. D. Corbus (P)	16	324	1923
St. Joseph	4	C. L. Milton (P)	15	384	1904

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Sault Ste. Marie	4	Foss Elwyn (P)	29	641	1909
South Haven	3	L. C. Mohr (S)	10.15	251	1907
Stambaugh	3	C. I. Clark (S)	7.4	176	1919
Sturgis	4	Winifred Burroughs (P)	16	352	1918
Tecumseh	4	O. W. Laidlaw (S)	9.5	210	1920
Three Rivers	6	C. H. Carrick (S)	19	403	1904
Traverse City	3	L. Hockstad (P)	16.5	385	1904
Wakefield	6	G. W. Leman (P)	23	437	1914
Wayne	4	D. S. Yape (S.)	9	208	1927
Wyandotte	6	F. W. Frostic (S)	38	317	1906
Ypsilanti:					
High School	4	J. O. Grimes (P)	18.4	372	1909
Lincoln Consolidated	6	H. A. Tape (P)	13	206	1925
Roosevelt	6	J. B. Fuller (P)	18	286	1924
Zeeland	4	C. A. De Jonge (S)	9	199	1925
Total	165		3,722.94	86,515	

MINNESOTA

Aitkin	4	F. E. Lurton (S)	11	218	1925
Albert Lea	4	E. E. Hanson (S)	23	589	1910
Alexandria	4	H. B. Gough (S)	17	318	1910
Anoka	4	O. E. Smith (S)	15	312	1914
Austin	3	S. T. Neveln (S)	17	378	1904
Bemidji	6	J. C. West (S)	16	485	1911
Biwabik	6	Philip Schweickhard (S)	8	101	1915
Blue Earth	4	Lee R. Pemberton (S)	12	282	1908
Brainerd	4	W. C. Cobb (S)	21	517	1911
Buhl	3	Wesley B. Thurman (S)	11	142	1917
Canby	4	A. M. Wisness (S)	7	191	1908
Chisholm	3	J. P. Vaughan (S)	23	455	1914
Cloquet	4	E. B. Anderson (S)	18	414	1907
Coleraine	4	H. W. Dutter (S)	14	267	1911
Crookston	4	Arnold Gloor (S)	14	400	1910
Duluth:					
Central	4	A. M. Santee (P)	65	1679	1908
R. E. Denfeld	3	James F. Taylor (P)	37	859	1915
Morgan Park	3	R. D. Chadwick (P)	9	151	1923
East Grand Forks	4	Emil Estenson (S)	8	152	1905
Ely	4	Walter E. Englund (S)	20	484	1910
Eveleth	3	J. V. Voorhees (S)	26	414	1908
Excelsior	4	H. W. Small (S)	8	151	1923
Fairmont	4	R. H. Towne (S)	16	357	1910
Faribault:					
High	3	H. H. Kirk (S)	16	335	1907
St. Mary's Hall	5	Amy Louise Lowey (P)	11	90	1918
Shattuck	4	Chas. W. Newhall (Hdmstr.)	18	228	1924
Fergus Falls	3	W. O. Lippitt (S)	14	359	1921
Gilbert	3	K. K. Tibbetts (S)	16	224	1910
Glencoe	4	G. C. Matthews (S)	8	146	1908
Glenwood	6	H. R. Tonning (S)	12	267	1917

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Grand Rapids	3	C. C. Baker (S)	16	241	1907
Hastings	4	E. A. Durbahn (S)	10	211	1908
Hector	4	E. O. Lokensgard (S)	5	105	1900
Hibbing	3	J. W. Richardson (S)	37	768	1909
Hutchinson	4	Mendus R. Veve (S)	12	261	1907
International Falls	3	H. R. Peterson (S)	9	128	1927
Jackson	4	O. J. Jerde (S)	5	158	1900
Keewatin	4	J. E. Lunn (S)	8	115	1925
Lake City	4	M. H. Gullickson (S)	9	157	1912
Lakefield	4	R. A. Lease (S)	6	110	1926
Little Falls	4	Earl C. Van Dusen (S)	16	398	1909
Luverne	4	H. C. Bell (S)	11	197	1912
Madison	4	J. P. Hertsgaard (S)	8	148	1923
Mankato	6	Harry D. Kies (S)	19	439	1908
Marshall	6	R. L. Brown (S)	13	173	1912
Minneapolis:					
Central	4	C. W. Jarvis (P)	80	2151	1908
Edison	6	Louis G. Cook (P)	53	1423	1926
John Marshall	6	Ross N. Young (P)	18	559	1927
North	3	W. W. Hobbs (P)	86	2229	1908
Roosevelt	3	Philip E. Carlson (P)	39	1005	1926
South	4	Joseph Jorgens (P)	81	2123	1909
West	4	John N. Greer (P)	68	1851	1909
Northrop Collegiate	4	Elizabeth Carse (P)	9	85	1918
University High	4	Austin H. Turney (P)	20	259	1915
Montevideo	4	C. A. Pederson (S)	14	395	1909
Moorhead	4	S. G. Reinertsen (S)	17	425	1914
Morris	4	L. G. Mustain (S)	6	130	1914
Mountain Iron	4	N. J. Quickstad (S)	14	201	1927
Nashwauk	4	J. E. Lunn (S)	9	146	1925
New Ulm	4	F. B. Andreen (S)	12	215	1908
Northfield	4	O. W. Herr (S)	16	400	1910
Owatonna	6	John J. Skinner (S)	12	296	1915
Park Rapids	4	A. M. Bank (S)	10	205	1915
Pipestone	4	C. H. Maxson (S)	14	286	1912
Red Wing	4	G. W. Kinney (S)	21	510	1910
Redwood Falls	3	J. H. Wichman (S)	9	191	1907
Rochester:					
High	6	G. H. Sanberg (S)	30	695	1911
St. John	4	M. Richard Gorman (Sister)	5	107	1922
St. Cloud	4	R. H. Brown (S)	33	649	1909
St. Paul:					
Central	4	J. E. Marshall (P)	88	1990	1915
Humboldt	3	J. A. Wauchope (P)	29	479	1910
Johnson	3	John M. Guise (P)	36	701	1910
Mechanic Arts	4	D. Lange (P)	79	1685	1902
Bethel Academy	4	A. J. Wingblade (P)	7	156	1915
Derham Hall	4	Joan (Sister)	8	130	1917
St. Joseph's Academy	4	Eva (Sister)	20	417	1927
Summit School	6	Sarah Converse (P)	10	55	1917
St. Peter	4	M. R. Davis (S)	11	284	1916
Sauk Centre	3	H. A. Falk (S)	8	204	1912

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Sleepy Eye	3	T. E. Lewis (S)	12	178	1914
South St. Paul	4	Irvine T. Simley (S)	20	292	1915
Spring Valley	4	G. H. Tracy (S)	10	160	1911
Stillwater	4	Guy D. Smith (S)	24	529	1910
Thief River Falls	4	Morris Bye (S)	17	385	1911
Two Harbors	6	C. E. Campton (S)	16	448	1906
Virginia	3	W. G. Bolcom (S)	32	668	1901
Waseca	6	S. C. Huffman (S)	9	223	1907
Wells	4	R. L. Irle (S)	7	128	1910
Windom	4	George G. Kottke (S)	10	221	1911
Winona:					
High	3	Robert B. Irons (S)	23	498	1915
Worthington	4	C. A. Patchin (S)	12	268	1900
Total	90		1,859	46,158	

MISSOURI

Aurora	4	H. R. McCall (P)	11	287	1925
Bethany	6	F. E. Patrick (S)	12	316	1927
Boonville:					
High School	3	C. E. Chrane (S)	8	170	1923
Kemper Military School	4	A. M. Hitch (P)	14	251	1907
Braymer	4	W. R. Lowry (S)	6	125	1925
Brookfield	3	L. V. Crookshank (S)	8	175	1922
Butler	4	F. O. Capps (S)	13	269	1925
Camden Point:					
Acad. of Mo. Christian Col.	4	G. H. Fern (P)	12	28	1923
Cameron	3	E. A. Elliott (S)	14	216	1926
Canton	4	G. V. Bradshaw (S)	7	129	1924
Cape Girardeau:					
Central High School	4	R. L. Davidson Jr. (P)	33	617	1922
Teachers' College H. S.	3	A. S. Boucher (P)	4	97	1927
Carrollton	4	W. F. Sylvester (P)	15	264	1924
Carthage	4	W. C. Barnes (S)	23	589	1907
Charleston	4	John Harty (S)	9	196	1927
Chillicothe	3	H. V. Mason (P)	12	280	1908
Clayton:					
Acad. of Chaminade Col.	4	A. H. Rabe (P)	8	138	1921
High School	4	Carl Burris (P)	20	275	1914
John Burrough School	6	W. H. Aiken (P)	16	143	1927
Columbia:					
Christian Col. Acad.	2	Julia Spalding (P)	3	17	1910
High School	4	Sadie Stean (P)	25	666	1912
Stephens Col. Academy	2	J. B. Kyd (P)	4	39	1909
University High School	4	C. H. Butler (P)	10	91	1924
Desloge	4	L. H. Strunk (S)	9	160	1925
DeSoto	4	O. T. Coil (S)	9	240	1927
Excelsior Springs	4	W. S. Smith (S)	13	306	1919
Fayette	4	J. E. Holman (S)	10	182	1924
Ferguson	4	W. W. Griffith (S)	4	110	1915
Flat River	3	B. W. Loomis (S)	7	152	1923

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Fulton:					
High School	4	G. T. Bush (S)	12	229	1911
Synodical Col. Academy	4	Miss Benson Botts (P)	13	18	1914
Hannibal	3	E. T. Miller (P)	22	422	1915
Higginsville	3	Kathryn Journey (P)	9	129	1915
Hollister:					
School of the Ozarks	4	R. N. Goode (P)	7	128	1925
Independence:					
Wm. Chrisman H. S.	3	J. N. Hanthorn (P)	27	592	1914
Jackson	4	R. M. Pierce (S)	10	210	1926
Jefferson City:					
Ernest Simonsen H. S.	3	Wm. Knox (S)	15	380	1915
Prep. Dept., Lincoln Univ.	4	W. B. Jason (P)	12	164	1926
Joplin	3	H. E. Baline (P)	38	948	1914
Kansas City:					
Central High School	3	O. F. Dubach (P)	69	1926	1909
Country Day School	6	C. W. Bradlee (P)	9	76	1925
Lincoln High School	4	H. O. Cook (P)	48	1131	1917
Manual Training H. S.	4	A. A. Dodd (P)	69	1684	1917
Northeast High School	3	F. H. Barbee (P)	62	1621	1915
Paseo	4	B. M. Stigall (P)	50	1534	1927
Rockhurst Col. Acad.	4	D. A. Shyne (P)	13	290	1918
St. Teresa Col. Acad.	4	Sister Mary Pius	13	82	1923
Southwest High School	4	A. H. Monsees (P)	39	1020	1926
Sunset Hill	4	Helen Ericson (P)	9	63	1920
Westport High School	3	J. L. Shouse (P)	63	1578	1909
Kennett	4	Egbert Jennings (S)	7	193	1913
Kidder:					
Kidder Institute	4	C. A. Leker (P)	4	56	1922
Kirksville Senior High	3	G. H. Neville (S)	21	215	1917
Kirkwood	4	R. G. Bigelow (P)	15	308	1908
Lebanon	4	R. V. Cramer (S)	11	347	1915
Lexington:					
High School	4	L. H. Bell (S)	11	239	1922
Wentworth Military Acad.	3	A. W. Clemens (P)	11	150	1917
Macon	4	W. S. Vaughn (S)	12	242	1922
Maplewood	4	J. Richmond (S)	22	446	1911
Marshall	3	W. Y. Lockridge (P)	13	240	1917
Maryville	4	L. L. St. Clair (P)	17	323	1923
Memphis	4	W. E. Rosenstengel (S)	9	193	1927
Mexico:					
Hardin College Acad.	4	E. M. Highsmith (P)	6	36	1914
McMillan High School	4	J. T. Angus (P)	18	408	1907
Missouri Military Acad.	4	E. Y. Burton (P)	12	139	1918
Moberly	4	M. F. Beach (S)	23	570	1920
Monett	3	C. E. Evans (S)	12	208	1925
Mount City	4	J. A. Boucher (S)	9	185	1925
Nevada:					
Cottey College Acad.	6	Mrs. V. A. Stockard (P)	6	66	1907
High School	3	Carl D. Gum (P)	13	350	1915
Palmyra	4	Lee D. Ash (S)	7	150	1923

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Parkville:					
Park College Acad.	2	Mary R. Harrison (P)	4	39	1920
Richmond	4	P. L. Collier (S)	14	273	1927
Rolla	6	B. P. Lewis (S)	9	195	1923
St. Charles	4	Glenn H. Park (P)	15	313	1921
St. Joseph:					
Benton High School	4	Fred E. Vandersloot (P)	15	315	1916
Central High School	4	Miss C. E. Varner (P)	38	940	1908
Convent of the Sacred Heart	6	Mother McMenamy (P)	5	120	1927
Lafayette High School	4	A. L. Daily (P)	22	403	1920
St. Louis:					
Academy of the Sacred Heart	4	Mother Marie P. Doize (P)	5	56	1923
Academy of the Sacred Heart	4	Mother Spalding Young (P)	8	60	1923
Academy of the Visitation	4	Sister Jane Frances Hawk	11	157	1927
Beumont High School	4	Wilbur Fuller (P)	100	2499	1927
Central High School	4	Stephen A. Douglass (P)	55	1223	1908
Christian Bros. H. S.	4	Br. James Walter (P)	7	151	1927
Cleveland High School	4	Chas. H. Slater (P)	91	2222	1915
Hosmer Hall	6	Elma H. Benton (P)	14	86	1921
Loretto Academy	4	Sister M. Martha (P)	6	106	1926
McBride High School	4	Julius J. Kreshel (P)	26	685	1926
Normandy Senior High	3	R. D. Shouse (P)	8	166	1927
Principia	4	F. E. Morgan (P)	30	305	1915
Theodore Roosevelt High	4	Armand R. Miller (P)	92	2307	1926
Ritenour High School	4	Arthur A. Hoech (P)	11	220	1926
St. Elizabeth Academy	4	Sr. M. Innocentia (P)	7	186	1927
St. Joseph's Academy	4	Sister Mary Henry (P)	12	155	1922
St. Louis University High	4	Rev. W. F. Parry (P)	29	610	1918
Sancta Maria in Ripa	4	Sister M. Teresa (P)	4	60	1925
Soldan High School	4	John R. Powell (P)	91	2385	1909
Sumner High School	4	Frank L. Williams (P)	61	1654	1911
Savannah	4	R. C. Everett (P)	14	265	1912
Sedalia:					
Smith-Cotton High School	4	Heber U. Hunt (P)	35	881	1926
Lincoln High School	4	C. Hubbard (P)	8	106	1923
Shelbina	4	W. E. Moore (S)	10	198	1920
Springfield:					
High School	3	J. D. Hull (P)	54	1517	1920
Greenwood	3	Ada M. Starett (P)	8	82	1927
Tarkio	3	E. R. Adams (S)	7	105	1925
Trenton	3	W. H. McDonald (P)	17	306	1921
Unionville	6	Robt. W. Watson (S)	10	190	1921
University City	3	J. E. Baker (P)	20	388	1921
Vandalia	4	H. A. Mangan (P)	12	192	1916
Warrensburg:					
Training School Teach. Col.	4	E. A. Collins (P)	13	213	1924
Washington	4	J. Clifford Paul (S)	11	132	1926
Webb City	4	Paul A. Grigsby (P)	20	410	1917

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Webster Groves:					
High School	4	J. T. Hixson (P)	26	527	1907
Wellston:					
High School	4	Julia B. Griswold (P)	10	165	1913
West Plains	4	Tressa Ogg (P)	13	304	1913
Total	117		2,305	49,691	

MONTANA

Anaconda	4	Samuel D. Rice (P)	28	561	1907
Big Timber:					
Sweet Grass Co. H. S.	4	A. J. Martz (P)	8	180	1914
Billings	4	Eugene Corrie (P)	32	821	1910
Billings:					
Polytechnic Institute	4	R. E. Albright (Dean)	9	83	1925
Bozeman:					
Gallatin Co. H. S.	4	J. A. Woodard (P)	23	496	1911
Browning	4	Douglas Gold (S)	5	58	1925
Butte	4	J. G. Ragsdale (P)	56	1339	1911
Chinook	4	Robert Julian (S)	6	81	1914
Choteau:					
Teton Co. H. S.	4	A. B. Guthrie (P)	10	199	1915
Columbus	4	Alexander Seaton (S)	5	74	1916
Conrad	4	H. P. Lewis (S)	9	124	1926
Cut Bank	4	J. H. Morgan (S)	7	88	1926
Deer Lodge:					
Powell Co. H. S.	4	J. R. Culver (P)	11	235	1912
Dillon:					
Beaverhead Co. H. S.	4	Amos T. Peterson (P)	14	230	1914
Eureka:					
Lincoln Co. H. S.	4	G. W. Day (P)	7	105	1924
Forsyth	4	Ira L. Plummer (S)	8	127	1915
Fort Benton:					
Chouteau Co. H. S.	4	F. H. Madison (P)	8	134	1916
Glasgow	4	W. Curtis Sawyer (S)	10	202	1916
Glendive	4	G. E. Kidder (P)	12	270	1913
Great Falls	4	Vernon G. Mays (P)	48	1179	1914
Hamilton	4	E. R. Ormsbee (S)	8	196	1914
Harlowton	4	H. P. Schug (S)	7	123	1926
Havre	4	Wm. J. Shirley (P)	15	371	1923
Helena:					
High School	4	A. J. Roberts (P)	23	580	1927
Mt. St. Charles	4	Norbert C. Hoff (Pres.)	8	68	1919
Kalispell:					
Flathead Co. H. S.	4	Payne Templeton (P)	26	627	1911
Lewistown:					
Fergus Co. H. S.	4	C. H. Scherf (P)	32	701	1923
Libby	4	A. A. Wood (S)	7	113	1912
Livingston:					
Park Co. H. S.	4	C. V. Brown (P)	17	395	1914
Malta	4	E. G. Struckman (S)	7	132	1927

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Miles City:					
Custer Co. H. S.	4	R. H. Wollin (P)	22	480	1914
Missoula:					
Missoula Co. H. S.	4	G. A. Ketcham (P)	32	865	1914
Philipsburg:					
Granite Co. H. S.	4	E. W. Glendinning (P)	6	97	1915
Plentywood	4	M. O. Glorvick (S)	6	132	1926
Red Lodge:					
Carbon Co. H. S.	4	C. R. Schmidt (P)	11	277	1915
Roundup	4	Carrie H. Hulstone (P)	11	267	1919
Shelby	4	Wilbur E. Moser (S.)	7	103	1927
Sidney	4	Silas Gaiser (S)	11	180	1926
Townsend:					
Broadwater Co. H. S.	4	John M. Kay (P)	5	90	1919
Whitefish	4	E. A. Hinderman (S)	9	178	1924
Total	40		586	12,561	

NEBRASKA

Adams	4	Earl W. Wiltse (S)	5	104	1920
Albion	4	Myrtle V. Price (S)	14	316	1915
Arnold	4	Emil Benthack (S)	8	148	1927
Alliance	4	H. R. Partridge (S)	11	330	1914
Ashland	4	H. G. Stout (S)	12	206	1910
Auburn	4	H. C. Coleman (S)	11	261	1910
Aurora	4	J. A. Doremus (S)	13	323	1911
Bayard	4	F. C. Prince (S)	6	155	1926
Beatrice	3	R. B. Carey (S)	28	465	1907
Benedict	4	T. F. Tyler (S)	4	62	1926
Blair	4	D. V. Masser (S)	11	257	1908
Bloomfield	4	T. I. Friest (S)	7	152	1919
Bridgeport	4	G. O. Kelley (S)	5	123	1919
Broken Bow	4	C. V. Hobson (S)	12	285	1915
Callaway	4	W. A. Rosene (S)	8	209	1924
Cambridge	4	J. E. Shedd (S)	6	164	1918
Central City	4	E. L. Novotny (S)	12	268	1915
Chadron:					
High School	3	James Skindle (S)	8	226	1918
Teachers College	3	Wm. T. Stockdale (P)	13	93	1927
College View:					
College High	4	Milton E. Transchel (S)	9	154	1922
Union College Acad.	4	Waco McCully (P)	5	58	1922
Columbus	4	L. B. Mathews (P)	13	415	1910
Crawford	4	E. E. Engleman (S)	5	144	1922
Crete	4	C. H. Velte (S)	13	226	1910
David City	4	O. L. Webb (S)	11	244	1918
Dix	4	J. F. Demel (S)	5	50	1925
Eagle	4	Wayne Soper (S)	6	69	1926
Exeter	4	L. E. Hunkins (S)	7	137	1918
Fairbury	3	W. E. Scott (S)	16	317	1908
Fairmont	4	H. O. Bixler (S)	4	93	1918
Falls City	4	A. C. Quinn (S)	17	404	1908

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Fremont	3	L. C. Wicks (P)	21	445	1907
Friend	6	C. W. Lehman (S)	9	119	1911
Fullerton	4	J. R. Bitner (S)	10	192	1913
Geneva	4	R. W. Kretsinger (S)	9	191	1913
Gering	4	J. Fred Nelson (S)	7	140	1921
Gordon	4	Fuller L. Austin (S)	8	170	1927
Gothenburg	4	Harry A. Burke (S)	8	230	1917
Grand Island	3	Paul W. Harnly (P)	26	546	1909
Harvard	6	Don R. Leech (S)	10	203	1922
Hastings:					
High School	3	Raymond A. Watson (P)	34	607	1906
College Academy	4	F. E. Weyer (P)	4	30	1909
Havelock	4	Harry E. Tyler (S)	8	179	1912
Hebron:					
High School	6	H. H. Thomas (S)	8	118	1918
Academy	4	Wm. Young (P)	12	75	1920
Holdrege	3	V. M. Wiest (P)	16	210	1909
Humboldt	4	R. B. Thornton (S)	8	164	1914
Kearney	3	O. A. Wirsig (S)	23	429	1909
Kimball:					
(County)	4	Merle C. Green (P)	7	160	1922
Laurel	3	O. L. Hedrick (S)	7	101	1923
Lexington	4	C. E. Collett (S)	13	300	1915
Lincoln:					
High School	3	J. W. French (P)	86	2071	1905
Teachers College	4	H. C. Koch (P)	....	203	1911
Bethany	4	C. B. Mapes (P)	6	124	1926
University Place	4	O. H. Bimson (P)	18	285	1910
Neb. Wesleyan	4	R. W. Deal (P)	12	46	1908
McCook	3	Dora G. Nyrop (P)	13	230	1910
Madison	4	E. R. Rogers (P)	8	150	1917
Mead	4	Elaine Huff (P)	7	96	1923
Minden	4	C. L. Jones (S)	11	121	1915
Mitchell	4	J. L. Irwin (S)	6	136	1926
Nebraska City	4	G. G. Warren (P)	14	308	1908
Neligh	4	Baird V. Keister (S)	9	215	1918
Nelson	4	L. S. Devoe (S)	7	160	1917
Norfolk	4	J. W. Sahlstrom (P)	23	617	1908
North Bend	4	K. T. Brunsvoild (S)	7	126	1917
North Platte	3	Vincent I. Correll (P)	20	382	1909
Oakland	4	G. W. Hildreth (S)	8	168	1918
Omaha:					
Benson	4	Mary McNamara (P)	11	192	1914
Brownell Hall	4	Abba Willard Bowen (P)	8	49	1927
Central	4	J. G. Masters (P)	88	1856	1905
North	5	E. E. McMillan (P)	51	1128	1925
South	4	R. M. Marrs (P)	65	1562	1907
Technical	4	Dwight E. Porter (P)	134	3412	1925
Creighton Acad.	4	G. M. Sipchen (P)	16	300	1917
Mt. St. Mary's Sem.		Sister M. Gerard (P)	5	92	1925
Convent of Sacred Heart	6	Agnes Evans (P)	5	68	1924
Sacred Heart H. S.	4	Sister M. Olivia (P)	5	82	1925

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Ord	4	Chas. A. Bowers (S)	12	270	1918
Osceola	4	J. C. Hazey (S)	10	156	1918
Pawnee City	3	F. C. Thomann (S)	9	143	1909
Peru:					
Demonstration	3	C. A. Spacht (P)	10	93	1922
Phillips	4	R. A. Emerson (S)	3	54	1924
Plattsmouth	4	R. E. Bailey (S)	13	290	1919
Ragan Consolidated	4	J. T. Anderson (S)	4	50	1923
Randolph	4	R. A. Dawson (S)	8	111	1920
Ravenna	4	Glenn E. Miller (S)	8	153	1915
Red Cloud	3	Myrtle Gelwick (P)	10	95	1915
Schuyler	6	R. T. Fosnot (S)	10	281	1914
Scottsbluff	4	N. L. Tyson (P)	16	329	1914
Seward	4	M. C. Bloss (S)	12	247	1909
Shelton	4	Louise M. Larson (P)	7	146	1913
Sidney	4	G. F. Liebendorfer (S)	8	170	1917
Stanton	4	W. E. Flake (S)	7	131	1926
Stromsburg	4	Leonard L. Pate (P)	9	154	1921
Superior	3	Rena Clingman (P)	7	156	1908
Tecumseh	4	Lloyd D. Halsted (S)	9	200	1909
Tekamah	4	F. E. Bishop (S)	9	162	1913
Valentine	4	C. W. Warwick (S)	9	140	1927
Valley	5	J. L. Johnson (S)	6	110	1927
Valparaiso	4	John Westerhogg (S)	4	69	1923
Wahoo:					
High School	4	P. A. Adams (S)	12	212	1910
Luther College	4	A. T. Seashore (P)	12	72	1920
Walthill	3	John Ludwickson (S)	4	56	1920
Wayne	5	Allis Newell Pollard (P)	8	185	1917
West Point	4	H. H. Linn (S)	8	168	1918
Wisner	6	Raymond H. White (S)	6	143	1923
Wymore	4	A. E. Fisher (S)	10	198	1927
York:					
High School	4	Albert A. Dreier (P)	19	422	1906
College Academy		J. C. Morgan (P)	5	17	1915
Total	110		1,469	30,289	

NEW MEXICO

Alamogordo	4	R. A. McLeskey (S)	8	162	1925
Albuquerque:					
Albuquerque H. S.	3	Glenn O. Ream (P)	37	778	1917
St. Vincent's Acad.	4	Sister Amata (S)	4	76	1925
Artesia	4	J. T. Reid (S)	10	193	1924
Aztec	4	F. H. Anderson (S.)	7	135	1923
Belen	4	J. L. Gill (S)	7	151	1923
Carlsbad	4	W. B. Donley (S)	10	212	1917
Clayton	4	Raymond Huff (S)	11	229	1919
Clovis	4	R. E. Marshall (P)	16	390	1919
Dawson	4	G. L. Fenlon (S)	8	114	1924
Deming	4	Edwin D. Martin (S)	9	154	1918
E. Las Vegas	4	Walter B. McFarland (S)	8	120	1917

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Farmington	4	Earl Douglas (S)	7	140	1920
Gallup	4	Agnes G. Bartlett (P)	11	190	1919
Hagerman	4	E. A. White (S)	7	86	1924
Hurley	4	C. D. Phillips (P)	9	118	1924
Las Cruces	4	F. H. Lynn (P)	20	410	1918
Lordsburg	3	C. Avery Houser (S)	4	38	1922
Montezuma College, (Prep Department)	4	R. F. Estes (P)	5	51	1925
N. M. Military Inst. (Prep Department)	4	E. L. Lusk (P)	19	351	1917
N. M. Normal Univ., (Prep Department)	4	W. H. Ball (P)	9	102	1917
N. M. State Teachers Col. (Prep Department)	4	John H. Amy (P)	8	189	1917
Portales	4	W. Krattli (S)	11	250	1921
Raton	4	E. E. Harrison (P)	14	306	1918
Roswell	4	J. D. Shinkle (P)	21	545	1918
Santa Fe	4	Hugh Beers (P)	10	157	1918
Santa Rosa	4	Harper Johnson (S)	15	160	1921
Socorro	4	E. L. Enloe (S)	5	105	1921
Springer	4	E. S. Dillinger (S)	7	83	1921
Tucumcari	4	R. J. Mullins (S)	10	261	1919
Tularosa	4	F. Everett Ferguson (S)	7	107	1924
Total	31		324	6,263	

NORTH DAKOTA

Agricultural College:

Model High School	3	P. J. Iverson (S)	12	104	1911
Aneta	4	J. Herbert Bamford (S)	4	58	1925
Beach	5	Iver I. Grindstuen (S)	10	192	1914
Belfield	4	G. T. Rugland (S)	4.5	82	1922
Bisbee	6	Howard A. Peterson (S)	5	116	1923
Bismarck	4	Frank H. Brown (P)	18.5	505	1912
Bottineau	4	W. R. Reitan (S)	6	154	1924
Bowbells	4	W. A. Gamble (S)	5	96	1924
Bowman	4	O. F. Cutkosky (S)	4	102	1910
Cando	4	R. J. Moulton (S)	6	111	1910
Carrington	4	Paul H. Nagel (S)	6.25	146	1911
Casselton	4	L. W. Adams (S)	7	118	1913
Cooperstown	5	F. Ray Rogers (S)	7.25	196	1915
Crosby	4	J. A. Bartruff (S)	8	216	1920
Devils Lake	4	Nelson Sauvain (S)	9.5	269	1908
Dickinson	4	P. S. Berg (S)	9.5	230	1911
Donnybrook	4	B. C. Steen (S)	4	73	1926
Drake	4	C. Ellithorpe (S)	4	109	1924
Drayton	4	S. J. Hansen (S)	4	58	1925
Edgeley	4	Emmett M. McKenna (S)	6	127	1915
Egeland	4	Walter J. Swenson (S)	4	85	1922
Ellendale	4	Edw. C. Ingvalson (S)	4.5	102	1919
Enderlin	4	Wm. F. Bublitz (S)	5.5	125	1918

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Fargo:					
Central High School	3	J. G. Moore (S)	44	1033	1907
Oak Grove Seminary	4	G. Nordberg (P)	5	58	1926
Finley	4	H. J. Kantrud (S)	4	78	1922
Grafton	4	C. C. Finnegan (S)	8	192	1908
Grand Forks:					
Central High School	4	P. H. Lehman (P)	29	736	1907
Academy of St. James	4	Sister Eugenia (P)	7	84	1926
Granville	4	E. R. Morris (S)	5	103	1923
Hankinson	4	M. C. Beck (S)	6.5	127	1918
Harvey	4	Herbert P. Ide (S)	6	156	1924
Hettinger	4	L. J. Legault (S)	7.25	184	1920
Hillsboro	4	George E. Myers (S)	7	122	1919
Hope	4	H. W. Pearson (S)	3.5	66	1913
Hunter	4	C. E. Wentzel (S)	4	49	1925
Jamestown:					
High School	3	A. O. Elstad (P)	9.25	267	1908
St. John's Academy	4	Sister Hilary (P)	7.5	104	1925
Kenmare	4	Carl Gilbertson (S)	6.5	166	1910
Lakota	4	Alvin T. Stolen (S)	5.5	99	1911
LaMoure	4	J. E. Knain (S)	5.25	140	1913
Langdon	4	N. L. Smith (S)	6	143	1923
Larimore	4	W. E. Lillo (S)	5	98	1912
Lidgerwood	3	Adolph Paulson (S)	4.5	88	1919
Lisbon	4	G. O. G. Rahn (S)	7	171	1912
McVile	4	S. B. Tinglestad (S)	4	80	1920
Mandan	3	J. C. Gould (S)	9.25	194	1913
Mayville	4	C. L. Vigness (S)	6.5	126	1918
Michigan	4	R. E. Smith (S)	4	64	1921
Minot	4	J. H. Colton (P)	26.25	800	1910
Mohall	4	E. O. Silseth (S)	5	134	1921
Mott	4	R. O. Evans (S)	5.5	104	1923
New Rockford	4	Oswald Engh (S)	6.5	135	1914
New Salem	4	Louis A. Albrecht (S)	4	103	1921
Oakes	4	Lawrence B. Slater (S)	8	153	1916
Park River	4	W. B. Simcox (S)	4	41	1912
Pembina	4	C. D. Curtis (S)	4	59	1920
Petersburg	4	F. L. Byrnes (S)	4	40	1921
Rolla	4	T. M. Rickansrud (S)	4	70	1923
Rugby	4	Olaf Nelson (S)	6	148	1915
St. Thomas	4	M. B. Zimmerman (S)	4	63	1924
Sarles	4	J. R. Nordgaard (S)	4	58	1924
Sentinel Butte	4	A. F. Nuetzman (S)	4	45	1915
Stanley	4	Elmer S. Skeie (S)	5	14	1915
Steele	4	L. B. Ness (S)	4	69	1919
Towner	4	W. R. Stewart (S)	3.75	73	1921
University:					
Model H. S.	4	M. E. Nugent (P)	6	74	1912
Valley City	4	G. W. Hanna (S)	13	383	1910
Velva	4	C. L. Coddington (S)	6.5	123	1920
Wahpeton:					
High School	5	L. H. Dominick (S)	9	185	1922

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
State School Science	3	E. F. Riley (P)	8	71	1910
Williston	3	J. N. Urness (S)	11	361	1911
Wyndmere	4	W. B. Hatlestad (S)	4	63	1925
Total	73		531.5	11,597	

OHIO

Ada	4	C. C. Crawford (S)	9	237	1922
Akron:					
Central	4	C. J. Bowman (P)	39	1004	1906
East	4	O. C. Hatton (P)	40	999	1925
North	4	Hugh R. Smith (P)	31	821	1921
St. Vincent	4	Sr. M. Marietta (P)	29	316	1926
South	4	Charles E. Bryant (P)	48	1112	1911
West	4	John W. Flood (P)	63	1635	1914
Alexandria:					
St. Albans	4	W. Evin Huffman (S)	6	78	1926
Alliance	4	J. E. Vaughan (P)	47	1139	1912
Amherst	4	Marion L. Steele (P)	12	196	1916
Antwerp	4	J. A. Cottrell (S)	5	117	1926
Arcadia:					
Washington Twp.	4	J. C. Kieffer (S)	5	112	1923
Archbold	6	R. L. Lorton (S)	5	81	1926
Arlington	4	E. B. Oberlitner (S)	6	156	1925
Ashland	6	D. R. Frasher (P)	25	417	1907
Ashtabula	4	C. J. W. Luttrell (P)	35	976	1905
Ashtabula Harbor	4	H. A. Vollborn (P)	15	266	1912
Athens	6	Floyd E. Harshman (P)	21	362	1908
Barberton	4	H. B. Wyman (P)	31	741	1903
Barnesville	4	Russell E. Shafer (P)	12	344	1919
Bedford	4	Orvis C. Irwin (P)	14	296	1924
Bellaire	4	J. V. Nelson (S)	24	704	1911
Bellefontaine	4	Philip O. Freeman (P)	17	483	1904
Bellevue	4	Alfred Ross (P)	16	309	1907
Berea	6	Edith A. Longbon (P)	10	202	1914
Bluffton:					
Bluffton-Richland	4	A. J. B. Longsdorf (S)	12	262	1912
Bowling Green	4	D. C. Bryant (S)	19	446	1909
Bradford	4	Eldon King (P)	7	161	1926
Bridgeport	4	S. A. Gillette (S)	11	282	1916
Brooklyn Heights	6	C. E. Bryenton (S)	3	34	1921
Bryan	4	J. W. Wyandt (S)	12	327	1907
Bucyrus	3	D. C. Baer (P)	16	362	1907
Cadiz	4	C. D. Jacobs (S)	8	181	1927
Cambridge	4	H. L. Pine (P)	29	865	1910
Campbell:					
Memorial	3	John W. Stewart (P)	10	132	1924
Canal Winchester	4	A. B. Weiser (S)	9	136	1916
Canton:					
McKinley	3	John L. G. Pottorf (P)	95	2474	1909
Cedarville	4	Chas. E. Oxley (S)	6	121	1922

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Celina	4	F. D. Swigart (P)	15	291	1915
Chardon	4	P. E. Ward (S)	9	165	1922
Chillicothe	4	John A. Smith (P)	23	631	1901
Cincinnati:					
Acad. of Sacred Heart	4	E. M. Clark (P)	6	43	1919
Hartwell	4	B. H. Siehl (P)	8	186	1903
Hughes	4	C. M. Merry (P)	126	2783	1904
Notre Dame Academy	3	Sr. Mary Josephine (P)	9	49	1926
St. Mary	4	Sr. M. Deodata (P)	15	398	1927
St. Xavier	4	J. A. Weiland (P)	25	582	1917
University	4	W. E. Stilwell (P)	11	90	1907
Walnut Hills	6	George E. Davis (P)	20	395	1907
Withrow	4	E. D. Lyon (P)	93	2125	1919
Woodward	4	Arthur O. Jones (P)	76	1329	1904
Circleville	4	J. O. Eagleson (S)	13	291	1903
Cleveland:					
Cathedral Latin School	4	Joseph A. Tetzlaff (P)	30	789	1921
Central	3	Elbert C. Wixom (P)	33	890	1904
Central Institute	4	J. Calvin Oldt (P)	7	155	1926
Cleveland Preparatory	4	D. H. Hopkins (P)	27	210	1924
East	3	Daniel W. Lothman (P)	62	1297	1902
East Technical	4	H. A. Bathrick (P)	109	3440	1909
Garfield Heights	6	Glenn D. King (S)	9	123	1924
Glenville	3	H. H. Cully (P)	83	1940	1905
John Adams	5	Pliny H. Powers (P)	54	1445	1926
John Marshall	4	C. R. Dustin (P)	19	404	1916
Lincoln	6	James B. Smiley (P)	44	1135	1913
Lourdes Academy	4	Sr. M. Beatrice (P)	9	230	1927
Notre Dame	6	Sr. M. Priscilla (P)	14	408	1927
St. Ignatius	4	James A. Meskell (P)	19	466	1920
Shaker Heights	4	R. B. Patin (S)	27	444	1920
South	3	Margaret M. Barnes (P)	29	658	1905
State	4	Mortimer L. Steuer (P)	10	198	1922
University	4	H. A. Peters (P)	26	180	1908
West	3	D. P. Simpson (P)	36	901	1905
West Technical	6	C. C. Tuck (P)	82	1887	1914
Y. Preparatory	4	H. W. Jones (P)	16	330	1920
Cleveland Heights	3	E. E. Morley (P)	51	1098	1909
Columbiana	4	Irvin H. Weaver (P)	7	138	1909
Columbus:					
Acad. of Capital Univ.	4	Fred Bernlohr (P)	6	46	1916
Bexley	4	H. C. Dieterich (S)	17	224	1925
Columbus Academy	4	Frank P. R. Van Syckel (P)	8	55	1926
East	3	W. B. Skimming (P)	38	884	1906
Grandview Heights	4	Bonita Jamison (P)	12	217	1915
Guynn Sch. of Concentration	4	Edgar H. Guynn (S)	5	9	1925
North	3	Chas. D. Everett (P)	70	1678	1906
St. Joseph Academy	4	Sr. Ignatius Loyola (P)	9	166	1927
South	3	Evan L. Mahaffey (P)	38	803	1907
Upper Arlington	3	J. W. Jones (P)	6	58	1925
Conneaut	3	V. R. Henry (P)	17	409	1907

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Coshocton	4	E. R. Guthrie (P)	23	614	1912
Covington	4	W. F. Henney (S)	8	167	1914
Crestline	4	A. A. Remy (P)	10	222	1921
Cuyahoga Falls:					
Cuyahoga Falls	4	W. H. Richardson (S)	24	557	1913
Dayton:					
Fairmont (Van Buren)	4	J. E. Prass (P)	11	239	1926
Fairview	4	Don D. Longnecker (S)	11	314	1922
Moraine Park	6	Frank Slutz (S.)	11	48	1921
Oakwood	6	A. E. Claggett (S)	10	123	1924
Steele	3	J. H. Painter (P)	57	1333	1905
Stivers	3	Cary Le Fevre (P)	52	1233	1911
Univ. of Dayton	4	George M. Ley (P)	20	464	1910
Defiance	5	B. M. Lindemuth (P)	11	280	1906
DeGraff	6	G. C. Kreglow (S)	7	141	1903
Delaware	4	E. I. Gephart (P)	17	408	1904
Delphos	4	H. B. McVay (P)	10	211	1903
Dennison	4	D. C. Simpkins (P)	8	201	1913
Dover	4	S. O. Mase (S)	13	370	1903
Dresden:					
Jefferson	4	F. D. Ring (S)	8	172	1923
East Cleveland:					
Shaw	4	Josephine Barnaby (P)	91	1738	1911
East Columbus:					
St. Mary of the Springs	4	Sr. Jane de Chantal (P)	44	119	1920
East Liverpool	4	Florence Updegraff (P)	34	872	1904
East Palestine	4	Edwin E. Higgins (P)	12	284	1924
Eaton	4	H. C. Hildebolt (P)	8	193	1910
Elyria	4	C. P. Shively (P)	51	1138	1904
Euclid:					
Euclid	4	R. B. Sharrock (P)	9	120	1924
Shore	4	D. E. Metts (P)	14	175	1923
Fairport Harbor:					
Harding	3	M. C. Helm (S)	12	123	1921
Findlay:					
Findlay	3	F. L. Kinley (P)	24	566	1906
Liberty Twp.	4	H. R. Dunathan (S)	6	104	1924
Fostoria	4	Ida L. McDermott (P)	20	514	1910
Fremont	3	C. A. Hudson (P)	26	460	1903
Galion	3	Will Swick (P)	11	294	1903
Gallipolis:					
Gallia Academy	4	Florence I. Kerr (P)	14	330	1903
Gambier:					
Harcourt Seminary	5	Harriette Merwin (S)	7	38	1925
Geneva	6	E. N. Dietrich (S)	16	368	1903
Georgetown	4	E. E. Holt (S)	8	141	1925
Germantown:					
Germantown	4	E. E. McClellan (P)	7	168	1924
Miami Military Inst.	4	S. Kennedy Brown (S)	7	64	1923
Gibsonburg	4	Howard C. Perkins (P)	6	619	1916
Girard	6	R. H. Getz (P)	12	255	1918

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Glendale :					
Glendale Prep. School	4	Thos. F. Marshall (S)	14	28	1923
Glouster	6	C. B. Dillon (S)	7	139	1926
Granville :					
Granville	5	A. D. St. Clair (S)	5	119	1926
Doane Academy	4	H. R. Hundley (S)	66	54	1909
Greenfield :					
McClain	6	B. R. Duckworth (P)	18	294	1904
Greenville	4	C. L. Bailey (P)	23	540	1914
Groveport	4	Dorwin D. Sims (S)	7	130	1926
Hamilton	4	C. W. White (P)	44	1138	1904
Hillsboro	4	James G. Polk (P)	14	290	1902
Holgate	6	M. E. Brandon (S)	6	58	1926
Hudson :					
Western Reserve Academy	5	Ralph E. Boothby (S)	12	104	1925
Huntsville :					
McArthur-Huntsville	6	E. J. Arnold (S)	4	64	1924
Huron	4	F. S. McCormick (S)	4	81	1918
Ironton	4	A. F. Hixson (S)	24	493	1910
Jackson :					
Kinnison	4	Lucy B. Jones (P)	15	381	1911
Kent :					
State	3	Frank N. Harsh (S)	5	92	1918
Theodore Roosevelt	4	W. A. Walls (S)	14	304	1912
Kenton	4	J. E. Bohn (P)	22	560	1922
Kilbourne :					
Brown Twp.	6	George N. Thurston (S)	6	40	1925
Lakewood	4	C. P. Briggs (P)	80	1890	1905
Lancaster	4	Dean M. Hickson (P)	27	677	1903
Leavittsburg :					
Warren Twp.	6	A. L. Bascom (S)	5	54	1925
LeRoy	4	R. F. Howe (S)	7	69	1915
Lewisburg :					
Lewisburg-Harrison Union	4	Harry A. Hoffman (S)	5	136	1927
Liberty Center	6	H. B. Romaker (S)	6	101	1926
Lima :					
Central	6	H. W. Leach (P)	41	993	1923
South	6	J. H. Davison (P)	29	611	1918
Lisbon :					
David Anderson	4	Sadie P. Van Fossan (P)	11	306	1910
Lockland	4	J. U. Dungan (S)	13	255	1912
Logan	3	C. L. Yochum (P)	12	313	1913
London	4	W. H. Rice (S)	11	310	1907
Lorain	4	P. C. Bunn (P)	44	1244	1906
McComb	4	Chas. H. Parrett (S)	7	163	1926
McConnelsville :					
Malta-McConnelsville	4	Geo. E. Carr (S)	10	217	1921
McDonald	6	A. A. Burkey (S)	10	33	1922
Madison	4	Ralph Otis Hibschan (S)	10	187	1926
Mansfield	4	B. F. Fuls (P)	43	1175	1923
Marietta	3	A. R. Keppel (P)	23	515	1913

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Marion:					
Harding	3	K. F. Marshall (P)	36	898	1903
Martins Ferry:					
Charles R. Shreve	4	B. G. Ludwig (P)	30	672	1907
Massillon:					
Washington	3	C. M. Layton (P)	29	614	1906
Maumee	4	A. M. Hornby (S)	8	143	1926
Mechanicsburg	4	Bertha M. Hunt (P)	6	115	1910
Medina	4	W. E. Conkle (S)	13	263	1908
Mentor	4	D. R. Rice (S)	10	123	1925
Miamisburg	4	W. E. Shade (S)	10	290	1909
Middleport	4	A. W. McKay (S)	8	152	1927
Middletown	4	Wade E. Miller (P)	43	1012	1906
Milan	4	N. S. Jones (S)	4	94	1926
Millbury:					
Lake Twp.	6	C. T. Falls (S)	8	206	1925
Millersburg	4	J. A. Gerberich (S)	9	186	1923
Milton Center:					
Milton Twp.	6	D. E. Caldwell (S)	5	122	1926
Minerva	4	J. A. Dutenhaver (P)	12	278	1924
Mingo Junction	4	F. C. Gilmour (P)	10	206	1915
Minster	4	John C. Halsema (S)	4	138	1916
Monclova	4	H. D. Dawson (S)	4	53	1926
Montpelier	4	P. W. Sloan (S)	13	260	1925
Mt. Gilead	3	P. E. Arnold (S)	7	122	1925
Mt. St. Joseph	4	Sr. A. Loretto (P)	9	107	1925
Mt. Sterling	4	D. L. Hines (S)	5	98	1914
Mt. Vernon	4	J. D. Geiger (P)	26	636	1915
Napoleon	4	John H. Secrist (P)	12	307	1914
Nelsonville	3	O. O. Crawford (S)	11	252	1927
New Bremen	4	S. M. Archer (S)	5	143	1913
New Concord	4	J. A. Keyser (P)	9	179	1908
New Lexington	6	Thos. W. Morgan (P)	9	248	1903
New Philadelphia	3	W. G. Findlay (P)	18	426	1918
New Washington	4	J. D. McKinley (S)	5	105	1925
Niles:					
McKinley	3	Samuel J. Bonham (P)	3	361	1903
North Baltimore	4	E. E. Leidy (S)	6	138	1916
Norwalk:					
Community	4	J. E. Cole (P)	22	350	1906
Norwood	4	C. M. Howe (P)	30	704	1908
Oak Harbor	4	R. C. Waters (S)	10	215	1916
Oberlin	3	C. L. Mackey (P)	7	170	1916
Osborn:					
Bath Twp.	4	H. E. Zuber (S)	8	152	1925
Oxford:					
Wm. McGuffey	3	J. W. Heckart (S)	6	96	1916
Painesville:					
Thos. W. Harvey	4	R. O. Billett (P)	22	548	1905
Pandora:					
Riley Twp.	4	Walter R. Hart (S)	7	126	1916
Payne	4	G. H. Garwood (S)	7	135	1926

and School Name of Town	of H. S. Type	(Supt. or Prin.) Officer in Charge	Teachers No. of	ment Enroll-	Accredited Date
Perry	4	R. G. Few (S)	6	109	1926
Perrysburg	4	C. B. Riggle (S)	8	214	1905
Piqua	3	C. M. Sims (P)	18	364	1907
Plain City	4	Albert E. Gower (S)	6	82	1917
Port Clinton	4	Gertrude M. Smith (P)	10	230	1914
Portsmouth	4	Harold B. Lamport (P)	35	914	1912
Ravenna :					
Ravenna	4	O. E. Pore (S)	17	339	1906
Ravenna Twp.	4	T. M. Frazier (S)	7	111	1926
Rawson	4	J. M. Reed (S)	5	144	1926
Reading :					
Mt. Notre Dame Acad.	4	Sr. Agnes (P)	7	65	1927
Rockford	4	D. Byron Spangler (P)	7	166	1925
Rocky River	6	Ralph D. Richards (P)	24	349	1922
Rossford	6	F. R. McLaughlin (S)	6	116	1924
Rudolph :					
Liberty Twp.	4	C. E. Mahaffey (S)	5	114	1924
St. Clairsville	4	W. Wilbur Miller (P)	12	298	1917
St. Marys :					
Memorial	4	Chas. Candler (P)	19	418	1903
Salem	4	W. F. Simpson (P)	24	572	1906
Sandusky	4	Karl E. Whinnery (P)	37	955	1904
Shelby	4	C. G. Tener (P)	16	343	1904
Sidney	4	Lee A. Dollinger (P)	17	446	1920
Springfield :					
Springfield	3	E. W. Tiffany (P)	55	1299	1906
Wittenberg Academy	4	R. Morris Smith (P)	4	40	1924
Steubenville	4	F. J. Mick (P)	33	903	1904
Strongsville	4	R. E. Crow (P)	6	93	1924
Struthers	4	O. W. Lenhart (P)	18	383	1925
Stryker	4	C. D. Fox (P)	6	128	1924
Swanton	4	L. A. Walker (P)	8	157	1926
Sylvania :					
Burnham	6	J. H. Young (S)	11	233	1926
Tiffin	3	Harry H. Frazier (P)	16	361	1904
Tippecanoe City	4	C. C. Smith (S)	8	158	1915
Toledo :					
Edw. D. Libbey	4	Harold E. Williams (P)	72	1894	1924
St. John's	4	Thos. E. Finnegan (P)	14	270	1917
Scott	4	R. H. Demorest (P)	76	1961	1914
The Smead Sch. for Girls	4	Rose and Elsie Grace Anderson (S)	8	52	1908
Morrison R. Waite	4	J. A. Pollock (P)	75	1848	1914
Woodward	4	Chas. K. Chapman (P)	63	1519	1921
Toronto	4	S. C. Dennis (S)	15	312	1918
Troy	4	T. E. Hook (S)	16	351	1904
Upper Sandusky	3	L. H. Houpt (P)	8	209	1909
Urbana	4	Charles W. Cookson (S)	9	226	1924
Van Buren :					
Allen Twp.	4	J. C. Copeland (S)	7	105	1925
Vanlue	4	W. A. Nonnamaker (S)	5	106	1925
Van Wert	4	M. R. Menschel (P)	18	479	1903

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Wadsworth	4	Frank H. Close (S)	12	344	1927
Wapakoneta	4	W. Sanders Idle (P)	21	427	1913
Warren:					
Warren	3	J. W. Davis (P)	41	793	1908
Howland Twp.	6	Marcus V. McEvoy (P) 370			
		Robins Ave., Niles	4	47	1925
Washington C. H.	4	F. R. Thompson (P)	14	405	1910
Waterville	4	H. H. Dudrow (S)	4	78	1926
Wauseon	6	E. L. Bowsher (S)	17	453	1908
Wellsville	4	Geo. D. Bell (P)	17	347	1905
West Alexandria	6	C. P. Bowdle (S)	21	103	1926
Westerville	3	Reed S. Johnston (S)	13	221	1925
West Jefferson	4	I. H. Peterman (S)	6	120	1913
West Liberty	4	H. S. Carroll (S)	6	120	1925
Wickliffe	4	Raymond J. Lillie (P)	4	85	1926
Willard	4	H. R. Maurer (P)	11	241	1912
Willoughby	4	E. M. Otis (S)	15	280	1904
Wilmington	3	J. O. Villars (P)	11	228	1913
Woodsfield	4	James P. Pollock (P)	8	186	1924
Wooster	4	Lura B. Kean (P)	24	584	1904
Wyoming	4	James D. Stover (S)	6	97	1907
Xenia:					
Central	6	Spencer Shank (P)	24	594	1905
East	4	Arthur Taylor (P)	8	100	1925
Youngstown:					
East	3	J. W. Smith (P)	20	318	1927
Rayen	4	E. F. Miller (P)	63	1521	1909
South	4	E. J. Eaton (P)	70	1637	1913
Y. M. C. A.	4	R. A. Witchey (P)	7	166	1924
Zanesville	4	M. M. Manspurger (P)	26	868	1906
Total	274		5,510	123,289	

OKLAHOMA

Ada	4	K. W. Harris (P)	17	422	1923
Ada:					
Horace Mann	3	A. Lindscheid (Pres.)	8	116	1922
(Prep Dept. of E. C. T. C.)					
Altus	3	O. H. Gassaway (P)	9	227	1921
Alva	4	C. A. Parker (S)	13	275	1919
Alva:					
N. W. S. T. C.	3	J. V. L. Morris (P)	6	166	1922
Amorita	4	L. W. Taylor (S)	5	61	1926
Anadarko	4	F. F. Andrews (S)	10	235	1920
Ardmore	3	E. O. Davis (P)	20	493	1918
Atoka	4	G. T. Stubbs (S)	6	147	1923
Avant	4	Lee Hart (S)	4	79	1925
Barnsdall	4	Ralph E. Staffelbach (S)	9	164	1925
Bartlesville	3	Eli C. Foster (P)	18	660	1912
Blackwell	3	Harry Huston (P)	20	467	1912
Bristow	4	Clyde Whitley (P)	17	311	1918

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Britton	4	W. H. Taylor (S)	5	111	1926
Chickasha	3	E. C. Madden (P)	18	471	1912
Claremore	4	H. Clay Fisk (S)	11	296	1921
Claremore:					
Military Academy	4	W. H. Bryan (Pres.)	9	126	1925
Cleveland	4	F. D. Hess (P)	12	276	1918
Clinton	4	Arnett Cross (P)	10	323	1920
Copan	4	M. B. Nelson (S)	6	74	1919
Cushing	4	Loren N. Brown (P)	17	452	1918
Dewey	4	Gerald O. Lockwood (P)	8	174	1918
Duncan	4	W. W. Isle (S)	13	435	1921
Drumright	4	V. C. Arnsperger (P)	15	398	1918
Durant	4	R. R. Tompkins (S)	13	388	1922
Durant:					
S. E. S. T. C.	4	J. S. Vaughan (Dean)	10	173	1922
Edmond	4	Ray Burns (S)	8	235	1925
Edmond:					
C. S. T. C.	4	John G. Mitchell (Pres.)	8	182	1922
El Reno	4	Leon Deming (S)	28	515	1918
Enid	3	DeWitt Waller (P)	32	854	1911
Eufaula	4	E. S. Nunn (S)	6	152	1924
Fairfax	3	Chas. P. Howell (S)	7	111	1921
Fairview	4	W. Homer Hill (S)	8	212	1925
Frederick	4	J. O. Shaw (S)	11	362	1919
Garber	3	R. D. Eaton (S)	5	107	1923
Glenpool	4	R. F. Burt (S)	5	110	1921
Goodwell:					
Panhandle A. & M.	4	Albert W. Fanning (Pres.)	11	243	1925
Grandfield	4	J. B. Stout (S)	10	280	1925
Guthrie	3	W. A. Greene (S)	17	373	1912
Guymon	4	J. W. Pyburn (S)	8	169	1921
Haskell	4	Lanson D. Mitchell (S)	8	156	1922
Healdton	4	H. E. Wrinkle (S)	6	213	1923
Henryetta	4	L. J. Barton (S)	13	437	1917
Hobart	3	C. E. Forbes (P)	8	270	1922
Holdenville	4	Geo. M. Fentem (P)	10	295	1920
Hollis	4	S. W. Barton (S)	9	182	1927
Hominy	4	Albert W. Bevers (S)	9	200	1925
Hooker	4	Paul Smith (S)	6	100	1926
Hugo	4	M. G. Orr (S)	11	337	1913
Jefferson	4	J. C. Hoffsommer (S)	5	99	1925
Jenks	3	R. H. Hicks (S)	4	83	1918
Kiefer	4	Mack Oyler (S)	9	136	1923
Kingfisher	3	F. J. Reynolds (S)	6	141	1920
Lawton	4	H. F. Allen (S)	23	552	1914
Madill	4	W. C. Shelton (S)	8	228	1919
Mangum	3	Wade H. Shumate (S)	8	164	1918
Marietta	4	E. L. Smith (S)	7	151	1922
Marlow	4	F. B. Humphrey (S)	8	246	1922
McAlester	4	R. L. McPherson (S)	25	661	1911
McMann:					
Dundee	4	H. W. Cooley (S)	4	74	1923

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Medford	4	J. W. McCollom (S)	7	153	1925
Miami	3	J. E. Arendell (S)	8	429	1919
Minco	4	J. E. Peery (S)	4	130	1926
Muskogee:					
Central	4	F. M. Speaker (P)	44	1242	1911
Newkirk	4	W. A. Erdman (S)	8	255	1919
Norman	4	M. M. Churchwell (P)	19	608	1919
Norman:					
University H. S.	4	F. F. Gaither (P)	6	89	1923
Nowata	4	R. Lee Snyder (S)	10	269	1921
Oilton	4	Eugene Kile (S)	8	201	1923
Okeene	4	W. E. Jackson (P)	6	108	1926
Oklahoma City:					
Central	3	C. W. Gethmann (P)	58	1559	1910
Capitol Hill	6	Arthur H. Parmelee (P)	15	870	1926
Classen	3	C. A. Barnett (P)	46	1023	1926
Oklmulgee	6	Guy B. Blakey (P)	51	1214	1914
Osage	4	Vaud A. Travis (S)	3	59	1924
Pauls Valley	4	F. A. Ramsay (S)	13	358	1920
Pawhuska	3	J. R. Chandler (P)	8	195	1917
Perry	3	W. Max Chambers (S)	8	212	1922
Ponca City	4	W. L. Roach (P)	23	591	1918
Poteau	4	A. R. Orr (S)	6	173	1923
Pryor	4	S. F. Babb (S)	8	223	1924
Ramona	4	August W. Weigl (S)	7	102	1919
Red Fork	4	D. M. Roberts (S)	9	137	1927
Sand Springs	4	M. W. Taylor (P)	14	393	1923
Sapulpa	6	E. H. McCune (P)	37	1000	1912
Sayre	3	O. R. Harris (S)	7	134	1927
Shawnee	3	C. F. Bradshaw (P)	25	710	1916
Shidler	6	O. W. Bass (P)	10	215	1927
Skiatook	4	W. D. Johnson (S)	7	162	1923
Stillwater	3	W. H. Bishop (S)	16	374	1922
Stillwater:					
A. & M. College	4	C. L. Kezer (P)	5	79	1924
Thomas	4	Dottie M. Wyckoff (P)	4	157	1925
Tonkawa:					
Univ. Prep.	4	H. W. Threlkeld (Pres.)	10	285	1927
Tulsa:					
Central	4	Merle Prunty (P)	109	3070	1911
Holland Hall	4	Marjorie F. Pratt (P)	9	31	1924
Booker Washington	4	E. W. Woods (P)	16	288	1927
Vinita	4	A. O. Martin (S)	9	299	1913
Wagoner	4	J. O. Crook (S)	12	247	1927
Walters	4	A. L. Hunt (S)	7	251	1925
Weatherford:					
S. W. S. T. C.	3	J. S. Dobyns (P)	3	35	1922
Webb City	6	G. P. Wild (P)	11	149	1927
Wilson	4	R. W. Bell (S)	9	225	1925
Woodward	4	E. H. Homberger (S)	10	321	1918
Wynona	4	R. H. Tharpe (S)	7	110	1925

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Yale	4	A. Frank Martin (S)	9	178	1923
Yukon	4	Ralph A. Myers (S)	7	195	1924
Total	107		1,388	35,258	

SOUTH DAKOTA

Aberdeen	3	M. P. Gaffney (P)	30	580	1907
Armour	4	John Bullock (S)	6	116	1919
Belle Fourche	4	V. L. Caldwell (P)	9	171	1916
Brookings	4	S. W. Johnson (S)	16	312	1907
Bryant	4	K. E. Mundt (S)	5	80	1922
Canistota	4	B. B. Shaw (S)	4	76	1920
Canton	4	C. C. Jacobson (S)	12	212	1912
Castlewood	4	W. F. Small (S)	5	74	1925
Centerville	4	C. E. Friedland (S)	6	116	1920
Chester	4	S. F. Delker (S)	5	57	1925
Clark	4	E. F. Voss (S)	8	146	1915
Custer	4	M. E. Lindsey (S)	4	77	1926
Deadwood	4	M. C. White (S)	9	158	1914
Doland	4	G. W. Cook (S)	5	78	1923
Egan	4	T. N. Samuelson (P)	5	71	1925
Elk Point	4	Jonas Leyman (S)	8	152	1918
Flandreau	4	L. E. Alwin (S)	9	172	1917
Gregory	4	J. G. Farmer (S)	10	201	1921
Groton	4	H. H. Eelkema (S)	10	163	1916
Highmore	4	C. E. Haskins (S)	6	146	1927
Hot Springs	4	H. R. Woodward (S)	10	194	1917
Howard	4	M. H. Hogen (S)	8	152	1925
Huron	4	A. J. Lang (S)	25	603	1909
Huron Coll. Acad.	4	G. S. McCune (Pres.)	7	44	1924
Ipswich	4	P. D. Selby (S)	6	121	1924
Lead	4	R. V. Hunkins (S)	23	428	1905
Lemmon	4	E. A. Rinde (S)	7	161	1922
Lennox	4	A. Fosness (P)	7	96	1926
Madison	6	B. E. Johnson (S)	14	297	1910
Milbank	4	H. C. Souder (S)	11	228	1915
Miller	4	M. Sims (S)	9	181	1914
Mitchell	3	L. M. Fort (P)	20	402	1906
Mobridge	4	R. W. Kraushaar (S)	9	173	1922
Montrose	4	L. O. Caldwell (S)	5	98	1924
Onida	4	G. T. Williams (S)	5	96	1926
Pierre	4	G. A. Wright (P)	13	305	1909
Platte	4	E. A. Trevor (S)	8	169	1927
Rapid City	4	R. W. Skinner (P)	23	547	1911
Redfield	4	S. Van Voorhis (S)	13	246	1910
Salem	4	J. H. Swan (S)	7	116	1926
Sioux Falls					
All Saints	4	Eunice B. Peabody (P)	8	49	1921
Washington High	4	W. I. Early (P)	61	1166	1906
Sisseton	4	O. K. Thollehaug (S)	9	216	1923
Spencer	4	H. J. Bestul (S)	5	68	1926

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Tyndall	4	O. B. Phillips (S)	7	140	1919
Vermillion:					
City High School	4	D. B. Heller (S)	15	323	1907
University High	4	C. W. Smith (P)	7	71	1920
Viborg	4	Q. L. Wright (S)	5	100	1926
Volga	4	E. J. Erickson (S)	5	102	1926
Wagner	4	H. R. Best (S)	7	147	1926
Wakonda	4	E. L. Bersagel (S)	5	89	1925
Watertown	3	A. E. Erickson (P)	19	365	1906
Webster	4	W. A. Thompson (S)	11	197	1907
Wessington	4	S. P. Nelson (S)	5	99	1926
Wessington Springs	4	W. R. Van Walker (S)	8	127	1925
Wilmot	4	C. Schmidt (S)	4	83	1926
Winner	4	C. C. Miller (S)	7	210	1922
Wolsey	4	J. F. Hines (S)	5	54	1925
Yankton	4	C. A. Beaver (P)	20	381	1905
Total	59		615	11,802	

WEST VIRGINIA

Adamston:					
Victory	3	Arthur V. Upton (P)	17	250	1926
Beckley:					
Woodrow Wilson	3	R. Emerson Langfitt (P)	18	399	1927
Berwind	4	E. D. Kissner (P)	4	67	1926
Charleston	3	Chas. E. Kinney (P)	48	931	1926
Clarksburg:					
Washington-Irving	4	Orrie McConkey (P)	36	960	1926
Clendennin:					
Big Sandy Dist.	3	Holly M. Shafer (S)	6	90	1926
East Bank:					
Cabin Creek Dist.	..	Dana Ervin (P)	14	268	1926
Elkins	4	Frank E. Arnett (P)	23	589	1926
Elk View:					
Elk District	3	H. E. Anderson (P)	9	153	1927
Fairmont:					
East Fairmont	4	A. J. Gibson (P)	21	440	1926
Fairmont	4	W. E. Buckey (P)	32	620	1926
Fairview	4	Alice V. Cook (S)	8	143	1926
Fayetteville	..	John H. Toler (S)	7	114	1927
Follansbee:					
Cross District	3	G. E. Strobel (P)	9	179	1927
Gary:					
Adkin District	4	B. E. Kimble (P)	7	143	1926
Grafton	4	N. F. Stump (P)	17	420	1926
Hundred:					
Church Dist.	5	George R. Hunt (P)	8	144	1926
Huntington:					
Huntington	3	E. Q. Swan (P)	54	1343	1926
Douglass	3	H. D. Hazelwood (P)	11	91	1927
Institute:					
W. Va. Collegiate	..				
Institute High	4	J. W. Davis (Pres.)	9	192	1927

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Kenova:					
Ceredo-Kenova	4	Roy R. Banner (S)	10	213	1927
Keyser:					
Potomac State	4	Jos. W. Stayman (Pres.)	9	120	1926
Kimball	3	Edgar W. Barrier (P)	15	106	1926
Kingwood	4	O. D. Lambert (S)	6	146	1926
Lost Creek:					
Grant District	6	W. B. Moyers (S)	7	106	1926
Matoka	3	Geo. N. Young (S)	5	72	1926
Marlinton	4	G. D. McNeill (S)	10	206	1927
Middlebourne:					
Tyler County	4	S. R. Wood (P)	12	212	1926
Montgomery	3	W. C. Cavendish (P)	8	103	1926
Morgantown	4	J. T. West (P)	40	993	1926
Moundsville	4	C. L. Underwood (P)	20	419	1926
Newburg:					
Lyon District	4	Strader Phares (S)	6	108	1926
Oak Park:					
Triadelphia	4	P. E. King (P)	28	542	1926
Parkersburg	4	H. W. Pigott (P)	50	1231	1926
Pennsboro	4	Jos. L. Vincent (S)	10	209	1927
Philippi	4	J. H. Carpenter (P)	10	250	1927
Pine Grove	3	J. C. Cox (S)	6	90	1926
Point Pleasant	4	M. L. Williams (P)	13	292	1926
Princeton:					
East River Dist.	4	G. M. Hollandsworth (P)	23	361	1927
Renick:					
Falling Spring	4	Herbert M. Harr (S)	5	83	1926
Richwood	4	D. E. Dean (P)	9	267	1927
Ronceverte	4	F. C. McCuskey (S)	10	182	1926
Saint Albans	4	M. P. Summers (S)	11	221	1926
Salem	3	C. A. Tesch (P)	11	128	1927
Shinnston:					
Clay District	4	Clyde R. McCarty (S)	13	207	1927
Sistersville	4	R. B. Marston (S)	10	167	1927
Thomas	4	J. Stuart Ervin (P)	11	200	1927
Warwood-Wheeling:					
Richland Dist.	6	Frances J. Love (P)	12	183	1927
Welch:					
Brown's Creek	3	S. C. Grose (P)	13	247	1926
Weirton:					
Weir District	4	G. A. Beck (P)	12	237	1926
Wheeling	4	I. E. Ewing (P)	52	874	1927
Total	51		815	16,311	

WISCONSIN

Antigo	4	V. E. Klontz (P)	32	739	1908
Appleton	3	H. H. Helble (P)	38	807	1904
Ashland	5	G. A. Bassford (P)	31	642	1908
Baraboo	4	A. C. Kingsford (S)	20	403	1908

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Beaver Dam:					
High School	6	A. H. Luedke (P)	12	226	1908
Wayland Academy	5	E. P. Brown (P)	13	113	1904
Beloit	4	J. H. McNeel (P)	29	728	1904
Berlin	4	C. D. Lamberton (S)	16	321	1908
Brodhead	4	C. T. Pfisterer (P)	7	115	1926
Burlington	4	F. L. Witter (S)	15	241	1908
Chilton	4	G. M. Morrissey (S)	8	166	1917
Chippewa Falls	3	W. C. Phillips (P)	16	331	1908
Columbus	4	A. O. Fink (S)	11	213	1908
Delafield:					
St. John's Mil. Acad.	4	H. H. Holt (Dean)	25	402	1908
Delavan	3	E. G. Lange (S)	15	165	1909
Dodgeville	4	M. A. Fischer (S)	11	181	1923
Durand	4	F. C. Martin (P)	9	150	1918
Eau Claire	4	C. S. Snyder (P)	46	1059	1904
Edgerton	4	F. J. Holt (S)	16	267	1912
Elkhorn	4	Chas. Jahr (P)	9	175	1908
Ellsworth	4	J. S. Pitts (P)	10	210	1912
Elroy	4	L. C. Banker (P)	7	143	1914
Evansville	4	E. O. Evans (S)	10	206	1909
Fennimore	4	F. E. Drescher (S)	9	184	1922
Florence	4	H. W. Marshall (P)	5	116	1918
Fond du Lac:					
High School	3	H. H. Theisen (P)	41	800	1904
Grafton Hall	4	Bessie Millar (P)	7	17	1922
Fort Atkinson	4	F. C. Bray (S)	17	342	1924
Green Bay:					
East	4	O. F. Nixon (P)	35	820	1922
West	4	C. F. Cole (P)	35	668	1911
Hartford	4	R. E. Brasure (P)	13	252	1907
Hurley	4	J. E. Murphy (S)	24	304	1915
Janesville	3	W. W. Brown (P)	34	701	1908
Jefferson	4	Earl MacInnis (S)	10	192	1917
Kaukauna	4	J. F. Cavanaugh (S)	15	338	1908
Kenosha	3	G. N. Tremper (P)	51	1049	1908
Kewaunee	4	W. F. Kruschke (S)	10	210	1918
LaCrosse	4	G. D. Scott (P)	46	1207	1908
LaCrosse:					
St. Rose	4	Sister M. Rose (P)	5	44	1925
Ladysmith	4	Marshall Lewis (S)	20	405	1918
Lake Geneva:					
High School	4	C. V. Wittcomb (P)	12	197	1911
Northwestern Mil. Acad.	4	R. V. Davidson (P)	14	161	1908
Lake Mills	4	H. F. Kell (S)	12	173	1917
Lancaster	4	S. S. McNelly (S)	12	236	1908
Madison:					
Central	4	V. G. Barnes (P)	67	1285	1908
East Side	4	F. S. Randle (P)	41	794	1923
Wisconsin	6	H. L. Miller (P)	20	371	1908
Manitowoc	4	C. G. Stangel (P)	43	998	1918
Marinette	3	E. H. Auserswald (P)	23	396	1900

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enrollment	Date Accredited
Marshfield	3	C. Newlun (S)	16	311	1908
Mauston	4	Roland Klaus (S)	11	225	1923
Medford	4	C. H. Backhuber (P)	13	296	1908
Menasha	4	J. E. Kitowski (S)	12	219	1908
Menomonie	4	Mildred Schneider (P)	15	418	1908
Milwaukee:					
Bay View	4	G. A. Fritsche (P)	60	1533	1919
Lincoln	5	O. G. Gilbert (P)	40	951	1924
North Division	4	R. E. Krug (P)	64	1650	1908
Riverside	4	G. A. Chamberlain (P)	56	1437	1904
South Division	4	H. E. Coblentz (P)	59	1579	1904
Washington	4	G. J. Balzer (P)	88	2329	1915
West Division	4	A. C. Shong (P)	61	1714	1904
Downer Seminary	4	Anna A. Raymond (P)	14	205	1904
Country Day School	6	A. Glidden Santer (P)	10	78	1923
Boys' Technical		James L. Cox (P)	15	309	1927
Marquette Univ. H. S.	4	John F. Quinn (P)	24	512	1927
Mineral Point	4	L. E. Bear (S)	11	180	1914
Mondovi	4	C. L. Dodge (S)	10	199	1915
Monroe	3	L. R. Creutz (S)	15	302	1908
Neenah	4	C. F. Hedges (S)	22	411	1908
New London	4	R. J. McMahon (S)	16	274	1912
Oconomowoc	4	J. W. Rodewald (S)	20	276	1908
Oconto	4	G. B. Lyons (P)	17	338	1908
Oshkosh	4	S. D. Fell (P)	63	1313	1904
Platteville	4	F. V. Powell (S)	15	384	1912
Plymouth	4	C. A. Rubado (S)	12	266	1905
Portage	4	A. J. Henkel (S)	16	382	1907
Port Washington	4	W. R. Dunwiddie (P)	9	140	1914
Prairie du Chien:					
High School	4	A. O. Eagan (P)	14	219	1918
Campion	4	J. L. Colford (P)	22	275	1919
Racine	3	W. C. Giese (P)	48	1041	1908
Reedsburg	4	R. F. Lewis (S)	13	268	1908
Rhineland	4	J. W. Browning (S)	22	464	1908
Rice Lake	4	Cora I. Coxshall (P)	17	359	1924
Richland Centre	4	H. S. Bonar (S)	19	335	1912
Ripon	3	B. J. Rock (S)	10	190	1908
River Falls	3	H. C. Mason (S)	8	165	1905
Sheboygan	4	William Urban (P)	47	1009	1906
Shorewood	6	Oscar Granger (P)	14	299	1927
Sinsinawa:					
St. Clara's Acad.	4	Sr. Rose Catherine (P)	10	98	1912
South Milwaukee	4	Lyle Thompson (P)	24	324	1908
Sparta	3	Nich. Gunderson (S)	21	408	1912
Stanley	3	C. W. Dodge (S)	7	168	1912
Stevens Point	4	E. H. Hildebrandt (P)	31	673	1908
Stoughton	4	P. H. Falk (P)	20	411	1907
Sturgeon Bay	4	R. E. Balliette (S)	20	355	1904
Superior:					
Central High School	4	C. G. Wade (P)	45	1138	1904
East	3	A. T. Conrad (P)	14	234	1904

Name of Town and School	Type of H. S.	Officer in Charge (Supt. or Prin.)	No. of Teachers	Enroll- ment	Date Accredited
Tomah	4	E. L. McKean (S)	19	402	1916
Two Rivers	6	L. B. Clarke (S)	14	247	1923
Viroqua	3	L. W. Fulton (S)	10	227	1916
Watertown	4	R. A. Buell (S)	18	402	1914
Waukesha	6	J. E. Worthington (P)	35	761	1904
Waupaca	4	G. E. Watson (P)	12	271	1923
Waupun	4	H. C. Wegner (S)	11	224	1912
Wausau	3	I. C. Painter (P)	32	657	1904
Wauwatosa	3	I. L. Swancutt (P)	22	380	1906
West Allis	6	R. O. West (P)	41	781	1910
West De Pere Nicolet	4	J. B. Layde (P)	8	153	1926
Whitewater	4	A. R. Page (S)	12	175	1908
Wisconsin Rapids	4	L. A. Struck (P)	24	576	1900
Total	110		2,495	52,083	

WYOMING

Basin	6	F. L. McNown (S)	10	202	1922
Buffalo:					
Johnson Co.	4	W. A. Chittick (P)	10	145	1918
Casper:					
Natrona Co.	4	R. S. Hicks (SP)	38	797	1915
Cheyenne	4	B. H. McIntosh (P)	26	594	1912
Cody	4	Ralph B. Hardin (S)	9	150	1924
Cokeville	6	L. L. Bender (S)	5	61	1927
Douglas:					
Converse Co.	4	R. L. Markley (S)	13	242	1923
Evanston	4	W. B. Featherstone (S)	10	190	1918
Glenrock	4	H. M. Tardy (S)	7	98	1924
Green River	4	R. H. McIntosh (S)	3	94	1926
Greybull	4	L. G. Harvey (P)	9	138	1921
Kemmerer	3	S. M. Boucher (P)	12	161	1921
Lander	4	L. R. Sherwood (S)	11	210	1921
Laramie:					
High	4	C. M. Whitlow (P)	20	382	1913
Secondary Training	6	Harriet K. Orr (P)	6	160	1917
Lovell	4	G. V. Cutler (S)	8	165	1927
Midwest	4	R. S. Hicks (SP)	11	205	1927
Newcastle	4	O. C. Kerney (S)	7	106	1927
Powell	4	R. T. McGaughey (S)	12	183	1921
Rawlins	4	H. H. Moyer (P)	12	206	1919
Riverton	4	Thos. J. Watson (S)	7	118	1924
Rock Springs	4	E. M. Thompson (S)	23	541	1916
Sheridan	4	J. J. Marshall (P)	28	720	1912
Thermopolis:					
Hot Springs Co.	4	Jas. H. Hayes (S)	8	157	1922
Torrington	4	A. H. Dixon (S)	15	240	1924
Wheatland	4	Miriam Jarvis (P)	9	187	1919
Worland	4	H. T. Emmett (S)	9	152	1922
Total	27		329	6,604	

The Professional Training of College Teachers*

REPORT PREPARED BY M. E. HAGGERTY, UNIVERSITY OF MINNESOTA, FOR
COMMITTEE

To the North Central Association of
Colleges and Secondary Schools:
Gentlemen:

Your committee, appointed in February, 1925, to "study the proposal to require professional training for instructors teaching the first and second year's work in colleges and universities and to ascertain the attitude of the members of the Association regarding the requirement of educational qualifications for college and university teachers," begs to present the following report and recommendations.

Progress and Caution

The deliberate manner in which the committee has gone about its task arises from the complicated nature of the problem it was set to study, the absence of any clearly indicated line of action, and the desire to recommend measures that would have some likelihood of actually promoting the improvement of college teaching. It was the initial belief of the committee that it would be futile to recommend immediately a 'blanket requirement of a number of hours of professional training for college instructors. Two obvious facts seem to justify this view. A requirement of this sort could not now nor in the immediate future be enforced because there is no adequate supply of such instructors available. Nor did it appear that any American university is now prepared to offer such train-

ing for college teachers on an ample scale. It was felt that a regulation of this sort would but invite its own violation and would weaken the authority of the association adopting it.

A further reason for proceeding cautiously in this matter was a grave doubt on the part of the committee as to whether there is available a sufficient body of factual information relative to the problems of college education to justify offering courses in this field. Those of us familiar with the development of the scholarly study of education and the professional training of teachers are aware that the elementary school was the first theater for such inquiries and they have made much more progress there than elsewhere. It was in the natural order of events that they should proceed to the level of secondary education where their usefulness is now sufficiently recognized to warrant requirements in training as a basis for the certification of teachers. It is by no means clear that we have an equally valid offering for the training of college teachers.

In the view of the committee, it would be unwise to assume that the existence of instructional material pertinent to education at the elementary or high school level justifies the offering of courses in college education. College teachers can not be trained by the methods and materials suitable to the earlier stages of school life. There is a sufficient uniqueness in the nature of the intellect and personality of college students, in the materials of instruction in college subjects and in the whole regimen

*Reprints of this article may be secured by addressing the North Central Association Quarterly, Ann Arbor, Mich. Price 10 cents.—The Editors.

of college organization and student life to constitute the problems of college education a unique body of situations.

Only materials that are pertinent to the problems which college teachers meet can with justice be included in a minimum course for the training of college instructors. In so far as educational science can offer direct aid to college teachers in the handling of problems peculiar to college education it may legitimately ask for recognition as a basic element in their training. It may not ask for such recognition merely because of its successes in other fields. There is, therefore, a burden of proof upon the proponents of required training to show that they have something of value to offer before they may claim to enforce requirements for certification.

The claim to competency on the part of educationists may be best sustained by institutional demonstration of the value of such training as might be proposed. The way of progress lies less in the direction of argument, committee reports and formal legislation, however valuable these may be, than in carefully prepared reports of dependable experience by reputable colleges and universities in the improvement of college teaching and administration.

A total dearth of pertinent instructional material is not claimed. There are principles of instruction developed from the study of elementary and secondary schooling that have application to the more advanced levels of education. Likewise many facts and laws of human psychology throw light upon college problems. Better still the newer science of education is invading the field of the college and the university and numerous studies have already been published. From all these sources there are

accumulating principles and information that give promise of large usefulness in the training of college teachers. The collection and systematization of such material in a form suitable for formal course instruction seems, however, a necessary precedent to requiring professional training for college instructors. To the committee it seems unwise to assume that such material is readily available. The obvious untruth of such an assumption would offend the sensibilities of college teachers and graduate students. A formal regulation by this association would probably also lead to the offering of ill-advised and superficial courses in some institutions that would by their irrelevancy retard rather than promote the improvement of education at the college level.

The Committee's Inquiries

The committee, however, did not stop with the obvious considerations thus far detailed. It has sought aid through formal inquiry from those most concerned with college education and its improvement. Although it has not made an exhaustive analysis of the present situation, it has sought to uncover problems, to discover trends of educational practice and opinion, and to clarify certain broad issues as the basis of tentative recommendations. The scientific improvement of college instruction is a long drawn out process that in its immediate stages calls for research rather than mandates. To gain some indication as to the field for investigation and some definition of problems has been the main concern of such study as has been made.

Those who were asked to cooperate with the committee included three groups of persons: (1) College instructors teaching freshman and sophomore students, (2) Deans of colleges and heads

of departments responsible for appointing or directing the work of such instructors, (3) Deans of graduate schools responsible for the development and administration of curricula designed to train college instructors.

Inquiry to Instructors

The first inquiry was addressed to instructors of college freshman and sophomore students. Eight institutions were chosen for this purpose. There were two junior colleges, three independent colleges of liberal arts, one state institution chiefly Liberal Arts, and two state universities. In the last group special departments were studied on the theory that it was better to get a complete response from a single unit rather than a scattering from the entire institution. In the other colleges all departments were included. The cooperating institutions were,

1. Morton Junior College—All Departments.
2. La Salle Junior College—All Departments.
3. Knox College—All Departments.
4. Carleton College — All Departments.
5. Grinnell College — All Departments in Arts College.
6. Miami University—All Departments.
7. University of Minnesota—Departments of Economics and History.
8. University of Michigan—Physics, Mathematics, Botany.

The chosen instructors were given a four-page printed folder providing a brief questionnaire and a one-hundred item checking list. The topics on the checking list were arranged under six headings, each item "indicating a problem in the field of college education." The

following subdivisions were used:

- I. Problems relating to student personnel.
- II. Problems involving the psychology of achievement.
- III. Problems in instruction.
- IV. Problems pertaining to the curriculum.
- V. Problems of administration.
- VI. Problems of self-improvement.

Under each of the first three subdivisions, there were 20 items, under the third and fourth 15, and in the sixth field there were 10 items. The instructions were to place a check mark after each item for each of the five different conditions, as follows:

1. If met in the work of teaching.
2. If met in thinking about educational matters.
3. If respondent had received instruction in college course.
4. If still wholly or partially unsolved.
5. If graduate students might profitably study in course.

The committee holds no brief for perfection of this questionnaire. It would doubtless be easy to make a better one. The topics range from those of undoubted importance such as how to determine the intellectual ability of students to such simple items as how to arrange time and room schedules. It was sought to choose topics ranging widely over the field of college education and within each sub-group of topics to give wide latitude for tapping the ability and experience of the instructors.

The response to this questionnaire was generous and evidently sincere. The numbers returned exceeded normal expectancy and with few exceptions showed a genuine interest in the problems.

raised. In some cases the respondents wrote formal letters in addition to completing the questionnaire, in a few cases in lieu of so doing. In a small number of cases, chiefly in one institution, there was a negative attitude, obviously emotional rather than intellectual, but aside from this, the spirit of cooperation appeared genuine. For such tabular studies as the committee desired to make there were available one hundred forty-eight complete responses.

In presenting the results of this inquiry, we may, first of all, consider the amount of professional instruction which the respondents had "received in a college or university course." The typical instructor responding to this question is a graduate of an arts college and his highest degree is that of master of arts, which has been received within four years prior to 1926-27. There were some whose only degree was the bachelor of arts and a considerable number holding the doctorate. The instructor's graduate major field of training is the academic subject which he is now essaying to teach in college. In almost 40 per cent of the cases he has taught prior to his college position in an elementary or high school and in at least 65 per cent of the cases he has done some teaching other than college instruction. In the remaining 35 per cent of the cases he has taught nothing but college work. In 55 per cent of the cases this teacher assisted in college instruction during the years of his graduate study for an average period of six months. This assistance took the form of conducting quiz and discussion groups, of reading and marking student papers, or assisting in laboratory instruction. Seven years is the average length of college teaching experience, although the range is from one to thirty-six years.

Instruction Received in Training

With this background of general training and experience, the 148 instructors responding testify that they had received instruction in 16 per cent of the topics named in our one-hundred-item checking list. They studied 18 per cent of the problems relating to student personnel, 25 per cent of those involving the psychology of achievement, 19 per cent of those dealing with instruction, 8 per cent of the problems pertaining to the curriculum, 7 per cent of the problems of administration, and 11 per cent of the ones dealing with self-improvement.

Table 1
Average Years of Teaching Experience of Various Types by Instructors Answering Questionnaire

Instructors Replying From	Average Years of Experience in				
	Ele- mentary Schools	High School	Col- lege	Other	To- tal
Jr. Colleges	2.2	7.5	2.5	2.3	14.5
Colleges	3.0	5.3	10.0	4.9	23.2
Universities	2.5	3.3	7.0	5.6	18.4
Total	2.4	5.0	6.8	5.2	19.4

Table 2
Percentage Distribution of Teaching Experience for All Instructors Reporting

	Ele- mentary	High School	Col- lege	Other
Jr. College	15.2%	51.9%	17.3%	15.6%
College	12.9	22.9	43.1	21.1
Universities	13.6	18.0	38.0	30.5
Total	12.6%	25.7%	35.2%	26.6%

These figures may be conversely stated, as follows: The 148 instructors reporting received no college or university instruction in 84 per cent of all the 100 items listed, and in the several fields the percentages of immunity rate as follows:

Problems relating to student personnel—82 per cent.

Problems involving the psychology of achievement—75 per cent.

Problems in instruction—81 per cent.

Problems pertaining to the curriculum—92 per cent.

Problems of administration—93 per cent.

Problems of self-improvement—89 per cent.

These average figures, however, should not obscure the facts for the individuals of the group. There were, for example, fourteen persons whose professional training amounted to a minor or more of work in educational subjects and a larger number who had received a substantial amount of work in education.

Problems Met in Teaching and Thinking

Over against this evidence of paucity of professional training, it is interesting to set the testimony of these 148 instructors regarding the problems which they have met in the course of their practical experience as teachers and in their attempt to think about educational problems. It will be recalled that they were asked to respond to each of these two questions separately by placing a check in appropriate columns after each item. The general experience of most of the group seems well expressed by an instructor of maturity and success who wrote:

"After reading through this questionnaire carefully several times, I believe that I can best answer it by a general reply for each of the five columns, so as to avoid any possible misinterpretation of the checks.

"I believe that I have met nearly all

of the problems mentioned in my elementary college teaching. (Column 1).

"Of course, I have been obliged to think about each of these problems which I have encountered. (Column 2).

"I have received no instruction in any college course upon any of these problems. (Column 3).

"I should feel presumptuous in assuming that I had wholly solved any of these problems. (Column 4).

"I believe that little would be gained by the study in organized classes of any of these problems by graduate students preparing for college teaching. (Column 5).

"I might add that I feel that the first, and by far the most important, requisite for a college teacher is the thorough knowledge of his subject. Second to this, I believe that a well rounded education, with a knowledge particularly of allied subjects, and a gentlemanly and well-bred bearing are important in elementary college teaching, at least. And lastly, it is important that the college teacher in an elementary class be interested in the elementary teaching, and be willing to put the necessary time and work into doing it well."

The tabulated record shows that the instructors in question have met problems in the course of their practical work which they had never studied while college or university students. Whereas, an average of 18 percent. testified to having received instruction in the field of student personnel, 56 per cent said that they had met these problems in their practical work, and 58 percent had found them in their educational thinking. The figures for the other five divisions of the checking list are as follows:

	Teaching	Thinking	Instruction
I. Student personnel	56	58	18
II. The psychology of achievement	51	52	25
III. Instruction	61	59	19

IV. The curriculum	--41	37	8
V. Administration	---31	46	7
VI. Self-improvement	_52	58	11
	—	—	—
Total list	-----50	55	16

These figures offer certain internal evidence of being much too low. Only 74 per cent, for instance, have ever found that skill in questioning is a problem, only 57 per cent have been troubled by how best to use the library, only 72 per cent by dishonesty in examinations, and only 74 per cent by the intellectually inferior student. These percentages are among the highest. For similarly significant problems the figures are as low as 38, 32, and 36 percents. The difficulty here may lie in the form of the inquiry which made an accurate record difficult, for it is too much to believe that intelligent and sincere teachers have never been puzzled by the problem of course prerequisites, the effect of study habits upon learning, the treatment of superior students, the function of quiz exercises or the improvement of college teaching. Probably memory at the time of record did not provide the particular instance when the problem presented itself. If this were the interpretation, then the figures must be taken as a conservative record of problems actually recalled and may thus be regarded as more significant. Otherwise we must understand that some instructors without either training or experience just know how to deal with failing students, what system of marking should be used, how to use syllabi and summaries, how to adapt instruction to the size of a class, what are the minimum essentials of a course, and what is the function of the faculty in the determination of educational and administrative policies. Such educational omniscience surely betokens that creature of educa-

tional mythology, "the born teacher," so universally praised and worshipped but so intangible to student perception.

One of the most striking discrepancies between formal instruction in the field and the persistency with which problems thrust themselves upon the attention of instructors lies in the field of the curriculum. With curious unanimity the respondents assert that they had no instruction in these important problems while students, the average for the 15 items in this field being 8. Over against this condition is the evident presence of curricular problems as shown by 41 per cent for practical experience and 37 per cent for the educational thinking. Even these low percentages are rather puzzling for they seem to show either that the college curriculum is a simpler matter than is supposed or that college instructors have a wisdom that to the committee was wholly unsuspected.

Unsolved Problems

The persistence of many of the problems in the list is evident from the response to the fourth direction which was to "check those problems which for you are still partially or wholly unsolved." The results for this column show that 40 per cent of all the questions confronting this group of college instructors are still partially or wholly unsolved issues. The most baffling items are those of student personnel where the figure is 44 per cent and where for individual items the percentages run as high as 61.

The testimony of instructors as to the value of experience in solving the problems which they meet may be inferred from a comparison of the responses to question four and those to questions one and two. Eighty-one per cent indicate that stimulating thought in students has

at some time confronted them as a practical instructional problem. Only 57 per cent still find it a puzzling matter; for the other 24 per cent experience or divine interposition has provided the resolution of the difficulty. For the whole group of instructional problems the decreased percentage is 20 or about one-third the original amount. Experience has done nothing, however, for the problems of the curriculum or of college administration and very little for those of student personnel. In the resolution of all difficulties seven years of acknowledged experience has abated about twenty-five percent. of the problems found. About sixty per cent of all problems enumerated in the one-hundred-item list either have never been problems to this group of instructors or they have reached a satisfactory solution by the time they have taught through two generations of college students. Forty per cent of the problems, however, remain to plague the instructor and the generations of students to come.

Course Instruction

The final question raised by the checking list relates to the possibility of study-

ing the 100 indicated problems in formal college or university courses. The direction read as follows: "Check those problems which graduate students preparing for college teaching might profitably study in organized courses." The affirmative responses to this direction are lower than the totals for columns 1, 2 or 4, thus indicating that the respondents do not believe all their problems amenable to helpful treatment in course instruction. About one-fifth believe the problems of administration could be so treated and two-fifths look with favor upon course work covering the problems of educational psychology and the technique of instruction.

A comparison of these figures with those indicating the number of problems recognized shows that more than half, in fact about two-thirds of all, are listed for formal instruction.

The import of this inquiry may briefly be stated in some such terms as these.

1. The typical teacher of freshman and sophomore college students has had little professional training for his work other than the study of the subject which he essays to teach.

Table 3
Average Per Cent of Checks by Groups of Problems
for All Instructors Reporting

PROBLEMS	Column				
	1	2	3	4	5
I. Relating to student personnel	55.7 %	58.3 %	18.3 %	44.2 %	32.7 %
II. Involving psychology of achievement	51.2	52.0	25.3	40.9	37.2
III. In instruction	60.8	58.7	19.0	39.1	39.9
IV. Curricular	41.3	36.8	8.0	39.5	28.4
V. Administration	30.6	45.8	7.0	31.3	20.0
VI. Self-improvement	52.4	58.1	10.5	40.7	22.6
All	49.6	55.0	15.8	39.5	31.6

Table 4
Average Per Cent of Checks in Each Group Indicated by
Fourteen Instructors, Who Had a Major in Education

GROUPS	Per Cent of Checks in Column				
	1	2	3	4	5
I. Student Personnel -----	64.3 %	73.9 %	55.0 %	45.0 %	66.1 %
II. Psychology of Achievement-----	65.3	67.9	71.6	42.8	65.7
III. Instruction -----	62.0	63.8	54.2	40.2	65.8
IV. Curriculum -----	47.0	61.8	22.7	49.1	57.9
V. Administration -----	35.4	56.6	22.7	36.7	46.7
VI. Self-Improvement -----	59.2	60.6	19.9	31.4	50.7
All -----	56.7 %	64.9 %	45.0 %	41.6 %	59.8 %

2. He is aware of meeting in the course of his work many educational problems in which he has had no formal training.

3. He has confronted all these problems and some others in attempting to clarify his mind about educational issues.

4. In spite of the little training he has had and his seven years of experience, he still finds about four-fifths of his problems unsolved.

5. In about two-thirds of his problems he thinks he could have been helped by formal course instruction and is disposed to advise such professional training for graduate students preparing for college teaching.

Inquiry to College Administrators

A second inquiry was addressed to college deans and heads of departments. It sought information upon two points: (1) the basis for the selection of instructors, and (2) the prevailing methods for improving college instruction.

1. Selection of Instructors

Under the selection of instructors the inquiry listen ten items and requested that each be rated on a five point scale as a criterion for the selection of new

instructors. Five of the items related to training, two to scholastic success, two to teaching experience and one to personal qualities. The notations on the scale were *none, little, average, great, and very great*. Seventy-two persons responded to this inquiry, of whom five have no responsibilities for appointments, fifty-three have the power of recommendation and ten the power of selection.

From the tabulation of replies it is evident that academic training up to the point of a master's degree and successful college teaching experience are the dominant bases for the selection of instructors, the median scale score for the four items being above 3 in a possible four points. The doctor's degree, scholarship while in college, and personal qualities come next with a score of 2.7. Publication and successful high school teaching experience follow and a professional educational training trails at the end with a 1.6 rating which is to be interpreted as meaning "of a little importance." The returns show that college officers rate such training a little higher than do those in the universities, the figures being 1.9 and 1.6 respectively for the two groups.

From these data it would seem that a rigid requirement of professional training as a basis for appointment to a position as college instructor would find little or no support among the body of college administrators responsible for making such appointments.

Methods of Improvement

It would not be fair, however, to interpret these data as indicating an absence of interest on the part of administrators in the improvement of college instruction. That they are so interested is clear from their responses to the second part of the inquiry concerning the possible methods of improvement.

In this section were listed twenty means of improvement and information was sought upon two points: (1) which are desirable? and (2) which are provided? The entire 20 items were rated as desirable by 46 per cent of the respondents and 31 per cent of them were claimed to be actually provided in the institutions in question. Three of the 20 items might be interpreted as related to improvement in academic proficiency but fourteen of them clearly imply increase of teaching proficiency. The other three might serve in either direction. The means most often provided and judged most desirable in increasing teaching proficiency are individual conferences with department heads concerning instructional problems, faculty departmental meetings, and library facilities for professional reading. More than half of the replies indicate that these are actually provided. When it comes to the more formal means of improvement such as systematic supervision, demonstration teaching, visitation of classes, course instruction in education, or experimental teaching, the provision is so occasional as to appear negligible in the

total situation.

Some light may be thrown upon these figures by quoting more at length from some of the replies:

Dean and Professor of History:

"My notations here indicate a very high valuation of academic training up to the Master's degree. Graduate work under present conditions for more than one year yields, I believe, steadily diminishing return as a preparation for college teaching. Personal enthusiasm and teaching power, reinforced by experience, I should value far above the Doctor's degree—*cum* no matter how much *laude*."

Professor of History and Department Head:

"We try to get men who have natural teaching talent, and we expect them to develop that, each in his own way. We don't wish a lock-step, pedagogical system, but wish each man to develop according to his own genius. If he fails to develop a successful method of his own we drop him, but we keep him as far as possible from all "schools of education," which have done more to debase the standards of scholarship in this country than any other single agency."

Head of Department of Physics:

"The replies to the questions may appear unusual. This is due to the practice of this Department with respect to instructors. The only full time instructors employed are those who will presumably remain as permanent members of the Staff. They are men who are chosen for their knowledge of recent developments in physics and their established skill in research in these fields. Their work is likely to be principally graduate work. The fundamental courses in physics both elementary and advanced are in general given by the senior members of the staff who have extensive experience. The work in the elementary courses not carried by the older staff members is carried by half-time instructors, who have a fixed salary and are usually three years in the Department being candidates for

the Ph.D. degree. These men have usually had a year or more teaching experience elsewhere and frequently a master's degree before being appointed here."

Chairman of Department of Mathematics:

"My general opinion about this blank is that it aims to introduce supervision of teaching by professional teachers in education. To this proposition I am opposed because I believe it would do more harm than good."

If the replies to this questionnaire can be interpreted as reflecting conditions throughout the North Central area, one must conclude that among college administrators there is at present little sympathy with the professional training of college instructors either before or after their employment. At the same time there is a desire that the instruction of college students shall be improved, but the direction of this desire is uncertain and for the most part exceedingly feeble.

Inquiry to Deans of Graduate Schools

A third inquiry of the committee was addressed to deans of graduate schools who are administratively responsible for the advanced training of prospective college instructors. The members of the Association of American Universities comprised the list addressed. The relevancy of this project to the committee's task may be gleaned from the fact that the major portion of persons receiving graduate degrees find their vocations in the teaching field. The attached table, which gives by departments the occupations of Ph.D. recipients for the University of Chicago for the years 1893 to 1924, illustrates by a single case the general situation. Of the 1464 recipients of this degree approximately eighth per cent found their vocations in educational work and chiefly in college training.

The questionnaire to graduate deans provided an abbreviated checking list similar to that sent to college instructors. It also asked specific questions designed to elicit information relative to institutional practice. In reply a considerable number of the deans chose to write extended letters rather than give the specific answers requested. Tabular treatment of these replies is, therefore, not attempted here. It is possible to report the prevailing situation in general outline.

From the data available it seems clear that prospective college teachers are not required by American graduate schools to take any professional training for the business of teaching toward which they are headed and for which they are presumably in training. In some institutions it is possible for students to take such courses, but there is no evidence that they do so nor that they are encouraged in such study. In some institutions no education courses are available to graduate students and in places where they do exist in a college or department the students are apparently discouraged from contact with them.

The replies indicate that one feature of professional training is rather widely provided, namely, apprentice teaching. Fellowships, scholarships, assistantships, and part-time instructorships for graduate students are almost, if not quite, universal. In such position the student has the privilege of close association with a mature and presumably efficient teacher. In many cases these positions provide opportunity for practice in laboratory or classroom instruction and in the less formal but highly necessary matters of reading papers, conducting quizzes, directing laboratory sections, coaching students, etc.

Occupations of Doctors of Philosophy of Chicago University, Whose Degrees Were Granted Between June, 1893, and December, 1924.

THE NORTH CENTRAL ASSOCIATION QUARTERLY

	U. of Chicago	Great U.	Small U.	State Universities	Tech. and Med.	State Dept.	Teachers' Colleges	Normal Schools	High Schools	Special Vocation	Canada	Foreign	Elementary	Unknown	TOTAL	PER CENT
Philosophy	3	2	19	9	3	2	1	3	1	7	...	3	1	7	61	4.17
Psychology	7	1	9	11	...	2	4	2	...	8	1	4	...	6	55	3.76
Education	6	1	15	18	2	1	2	3	3	3	1	3	3	1	62	4.23
Political Economy	3	3	10	7	4	...	...	...	...	12	6	...	...	...	45	3.07
Political Science	3	...	6	3	...	...	...	1	...	2	...	...	...	5	20	1.37
History	7	1	24	12	6	1	...	1	...	7	...	...	1	5	65	4.44
History of Art .....	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	.07
Sociology and Anthropology	4	1	17	19	1	...	1	1	...	9	...	3	...	3	59	4.03
Home Economics and House Ad. ....	...	...	1	3	1	...	...	...	...	2	...	...	...	...	7	.48
Comparative Religion .....	...	...	1	...	...	...	...	...	...	2	...	...	...	...	3	.20
Greek	3	4	16	7	...	...	2	1	3	3	4	...	...	3	46	3.14
Latin	1	1	16	7	1	...	1	...	5	2	4	...	1	1	40	2.73
Comparative Philosophy .....	...	1	2	2	...	...	...	...	...	2	...	1	...	2	10	.68
Romance Languages	7	1	9	12	1	...	...	...	...	2	2	1	1	...	36	2.46
Germanic Languages	7	...	17	10	2	...	...	1	4	3	1	...	1	6	52	3.55
English	10	1	19	21	4	...	1	...	...	4	1	...	...	6	67	4.58
General Literature .....	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	.07
Mathematics	5	9	33	49	2	...	...	1	...	4	9	2	...	3	117	7.99
Math. Astronomy	3	...	4	1	...	...	...	...	...	2	3	...	...	1	14	.96
Practical Astronomy and Astrophysics.	3	1	2	...	...	...	...	...	...	3	...	...	...	1	10	.68
Physics	6	...	17	19	6	...	3	...	...	23	4	3	1	1	83	5.67
Chemistry	10	7	28	39	9	...	1	2	1	68	4	7	1	6	183	12.50
Geology and Paleontology	5	3	7	31	1	...	...	...	...	22	4	2	...	1	76	5.19
Geography	3	...	3	4	...	...	1	...	...	1	...	...	...	...	12	.82
Botany	8	5	35	40	1	...	2	3	5	22	3	8	...	9	141	9.63

Occupations of Doctors of Philosophy of Chicago University, Whose Degrees Were Granted Between June, 1893, and December, 1924—Continued

	U. of Chicago	Great Private U.	Small Private U.	State Universities	Tech. and Med.	State Dept.	Teachers' Colleges	Normal Schools	High Schools	Special Vocation	Canada	Foreign	Elementary	Unknown	TOTAL	PER CENT
Zoology	10	1	13	18	4	...	...	2	1	7	1	4	...	5	66	4.51
Anatomy	2	1	3	3	4	...	...	...	...	6	1	2	...	1	23	1.57
Physiology	9	2	4	12	6	...	...	...	...	8	1	...	...	2	44	3.01
Physiology, Chemistry and Pharmacy	3	...	2	3	3	...	...	...	...	3	...	...	...	1	15	1.02
Hygiene and Bacteriology	3	...	2	11	...	...	...	...	...	8	...	...	...	1	25	1.71
Commerce and Social Service	2	...	1	...	...	...	...	...	...	...	...	...	...	...	3	.21
Pathology	4	...	1	2	4	...	...	...	...	8	...	3	...	...	22	1.50
Total	137	47	336	373	65	6	18	21	23	253	50	46	10	78	1,464	
	9.36	3.21	22.95	25.48	4.44	.41	1.30	1.43	1.57	17.28	3.42	3.14	.68	5.33		

The advantages of such participation in instruction on the part of graduate students is obvious. In reading the letters from graduate deans, however, one has the rather uneasy feeling that the provision for such student participation is provided not so much to train the student himself as to furnish cheap instruction to hapless freshmen and sophomores. Several deans state this policy frankly and evidently would drop the scheme if there were sufficient funds to provide well qualified instructors for the junior college. On the other hand, the dean of a college of arts in a large university writes to indicate that this is an expensive method of instruction and that the teaching fellowship is only justified as a device for training in teaching. If it fails in this it has no justification at all.

Summary of Inquiries

In concluding this part of its report the committee would summarize its findings as follows:

1. College administrators at the present time do not recognize professional training in education as a determining qualification for eligibility to appointment as an instructor in a college. There is some recognition of such training as a desirable supplementation to an otherwise qualified candidate.

2. Graduate schools in the Association of American Universities do not, in general, make provision for professional training in the curricula leading to graduate degrees. Indifference to the need for such training is all but universal in these schools which aim to train their students for academic scholarship and productive research, even though the records show that such students are headed toward college teaching as a ca-

reer. However much they may decry the obvious implication of available facts, graduate schools are clearly teachers colleges but as such they appear indifferent, if not hostile, to one element of a teacher's preparation which is now universally accepted as a requisite for a teacher's certification at every educational level below the college.

3. Despite the indifference of college administrators and graduate schools to the claims of professional training, there is a clear recognition on the part of college instructors that such training in formal courses would be useful. These instructors find themselves confronted with difficult problems which academic training, intellectual ability and experience do not enable them to solve. They, therefore, feel the need for the formal consideration of these problems in courses prior to the time of appointment as college instructors, and would recommend the offering of such courses to graduate students.

Efforts at Improvement

Lest the presentation of these negative findings give a partial and to some degree an incorrect view of the prevailing situation in the field of college education, it is desirable to give certain other facts in the light of which the results of our study must be interpreted. The questions to which we have sought answers are quite specific and relate to formal course offerings and requirements in professional training. While colleges and universities have not been doing the particular things we have asked about, other things are being done by institutions and associations that do have for their objective the improvement of college education. It will be informative

to give a brief survey covering typical movements.

First attention may be given to organizations of wider than institutional scope. In addition to the North Central Association of Colleges and Secondary Schools, six such associations may here be mentioned, namely, the Association of American Universities, the National Association of State Universities, the Association of Land Grant Colleges, the American Association of University Professors, the Association of American Colleges, and the American Council on Education. Each of these organizations conducts annual or more frequent meetings, and each issues publications which contain the result of the organization's official actions and treatises on educational problems. An examination of the reports, journals and bulletins of these organizations reveals wise consideration of many of the problems which we would have graduate students study in preparation for college teaching.

Similar sources of material are to be found in the archives of the national organizations of academic scholars and teachers which from time to time include in their programs the discussion of the educational problems involved in the teaching of their subjects. In some cases these organizations have sponsored investigations into the teaching of a subject that are national in scope and which bear upon the college field. The Mathematics, Classical, Modern Language and History investigations are illustrations in point. Like service is being rendered to professional education by the Society for the Promotion of Engineering Education, the Association of American Medical Colleges, and the Association of American Law Schools.

Besides the studies that emerge from

the fields already indicated, the methods of research are being applied to the study of their problems by a number of colleges and universities. Mention may be made of the Professorship of Collegiate Educational Research at Columbia University, the Personnel Bureau at Northwestern University, the Bureau of Reference and Research at Purdue University, and the University Committee on Educational Research at the University of Minnesota. These are but illustrative cases. A complete inventory would include a number of other institutions where the problems of education are being studied with all the accuracy made possible by the development of research techniques.

Attention should also be called to the services of the Educational Foundations which have generously supported and in some cases directed the study of college education, and to the Federal Bureau of Education with its Specialist in Higher Education, continuously serving through surveys and publications the needs of institutions.

From all these sources there is gradually evolving a body of literature that is at once an evidence of the interest which college teachers have in students and their problems, and from which there may be drawn valuable information for the training of college instructors.

Recommendations

Its study of the question referred to it leads your committee to believe that the improvement of college education would be retarded rather than promoted by the enactment at this time of a rule requiring professional training of instructors in the first and second years of college and university work. It,

therefore, recommends that no such action be taken at this time.

2. It does recommend, however, that this Association call to the attention of college authorities in this territory the numerous efforts now being made throughout the country to improve college instruction, particularly in the first and second college years, and that they be requested to consider the manner in which similar efforts might find application in their own institutions and to the possibility of requiring or providing professional training for beginning instructors in the college field.

3. It is further recommended that this Association authorize the appointment of a committee to make a further study of the need for, and the methods of, providing professional training for college teachers; that the committee be authorized to co-operate with the Association of American Colleges, the Association of American Universities and similar organizations, in so far as overlapping interests may be apparent; that it be authorized to examine, in so far as possible, the practice of individual institutions in improving college instruction, and that it report progress at the annual meeting in 1928.

In the opinion of your Committee, this Association can render a valuable service in the improvement of college instruction by a systematic study of college problems and by a continuous program of co-operation with those persons who are directly responsible for such improvement. The professional training of college teachers will require many years for its achievement. Beginnings are being made and should be encouraged in ways that will generate the least hostility and the maximum of helpful co-operation from all concerned.

The function of the proposed committee would be somewhat as follows:

1. The collection and systematization of available knowledge that may be used in courses on college education. Scattered through the literature there is much material of an empirical and discursive nature that would be useful if brought together and interpreted in terms of modern problems and methods. There is also considerable material in the psychological and related literature that bears upon college education, and a growing body of experimental literature bearing directly upon the subject. Probably the orderly systematization of this entire literature in usable form is the most important first step to be taken. Some such work is already under way by individuals and groups of individuals. Such work should be encouraged, and the ground prepared for its cordial reception by college authorities.

2. The second function of such a committee would be to encourage research in the problems of college education. If the committee could do nothing more than give publicity throughout this Association to the work now being done in this field it would encourage those engaged in such work and stimulate others to like endeavor. It would also tend to create a favorable attitude on the part of college teachers and administrators so that published research would find sympathetic readers. The committee might find it possible to go beyond the work of publicity of research results and stimulate the scientific study of pressing college problems.

3. A third function of the committee would be to carry out the second and third recommendations made above and to encourage college administrators to recognize the place of professional

knowledge and training in the selection of college teachers, to study ways by which such teachers may be secured, and to bring home to such college officers the attitude of this Association upon this important matter.

4. In connection with this relationship to college administrators it would be the function of such a committee to study the methods of "in service training" for college instructors, to promote the adoption of methods found useful and to develop other methods in the improvement of college teaching.

5. The committee should further address itself to graduate schools whose chief business is the training of college teachers and urge upon them the recognition of the professional training of graduate students. The imagined hopelessness of this task is probably exaggerated. The pressure which modern conditions places upon these schools to provide thorough academic scholarship and extreme specialization is very real and may not be lightly regarded. Were they to fail in this matter, universities would lose their present commanding position in civilized life. It should not be assumed, however, that graduate schools will remain indifferent to the genuine vocational needs of their own students when those needs are clearly portrayed. Nor is it to be supposed that the welfare of future college freshmen

and sophomores is taken lightly by the mature members of university faculties who constitute the graduate school. If it can be shown that the interests of either or both of these two groups of students can be furthered by the offering and, in time, requiring professional preparation in the graduate schools, it is to be expected that such offerings will come to pass with the full approval of graduate faculties. The burden of proof is upon those who believe in professional training to show that education has something to offer and that it may be required of graduate students without too great a loss on the side of academic training. If education can make this case for itself by actual demonstration it will in due time so appear to those in control of graduate training and time will gradually care for the irreconcilable fundamentalists whose prejudices may seem to block progress.

The Committee wishes to express its appreciation to the individuals who have generously aided its work of investigation and to the Association which has patiently awaited its report.

Signed:

J. R. Effinger

T. W. Gosling

M. E. Haggerty

L. W. Smith

J. M. Wood

W. E. Smyser, Chairman.

Text-book Writing

There has recently appeared a little four-page circular written by Seba Eldridge of the University of Kansas which offers some valuable hints to textbook writers in general and to writers of college textbooks in particular. In part, Mr. Eldridge says:

"The writing of college textbooks as practised today is only a semi-skilled art. The aim of a textbook is educational in character, but college textbooks, with very few exceptions, appear to be written in blissful ignorance of any such subject as educational psychology. They are addressed, not to students, but to subject-matter. In the jargon of educational psychology, they are conceived and executed on logical, not psychological, principles. The authors evidently assume that education is a matter of assimilating information, of mechanical drill in routine or technique, not a process of stimulating curiosity, of arousing interest in live problems, and of motivating independent, energetic inquiry on the student's part.

"Anyone may verify these criticisms for himself by inspecting the first half-dozen textbooks he can lay hands on conveniently. One will find therein, in all probability, much information, and much about laws, principles, theories, hypotheses, formulae, methods of investigation, relative to the particular subjects treated. And all this material is likely to be presented according to carefully formulated plans. But it is more than likely to be wanting in "human interest," particularly of the sort that characterizes the rank and file of college students. Problems will be sug-

gested to the student, but problems most of which are dead ones so far as any real interest in them, either on the student's or the instructor's part, is concerned; for these problems will commonly be such as have already been solved by somebody or other, and such, too, as do not connect up in any vital way with the student's interests."

Continuing, Mr. Eldridge points out that the main objective of textbook writing is to stimulate in the novice an interest and an effort similar to those which characterize the writer, and that consequently the emphasis in a textbook should be "on the problem and human interest side of the given subject rather than on the finished product of it." This, few textbooks do. "In short," says he, "the typical college textbook begins at the wrong end of the subject, namely, at the knowledge rather than the problem end; thus reversing the actual process of intellectual activity, which begins with problems and an active interest therein and arrives, *via* systematic investigation of those problems, at knowledge in regard to them."

Mr. Eldridge then suggests a few principles or rules for writing a textbook after the pattern he has in mind. These may perhaps be summarized as follows:

1. Establish and maintain contact with the students' interests throughout, stimulate thought on those interests, and assist in the methodical investigation of problems arising therefrom.
2. Keep close to the concrete, the personal and, on occasion, the dramatic.
3. Employ numerous cuts, drawings,

charts and other illustrative material to brighten the text and make the subject-matter treated therein more real and significant to the student.

In short, Mr. Eldridge's whole plea is merely one for basing instructional effort upon student interest. In order to make this effective Mr. Eldridge declares:

"It should also be helpful to realize that college students' interests, like those of other people, largely center in basic human concerns, which can often, if not generally, be appealed to in arousing interest in the subjects of the college curriculum. Interest in a vocation, in home and family life, in conditions and problems of one's local community, in the social groups to which one belongs—church, state, race, economic class, political party, etc.: these interests are practically universal among people who have reached the stage of development that college students have; and in one way or another such interest touch vitally every subject in the curriculum. Inquiry of college students as to their particular interests in these fields would aid in providing a basis of psychological fact for the work of the textbook writer.

"College students, like most other people, are more interested in situations and relations such as they experience in their daily lives, than in the laws, principles, formulae and other abstractions that bulk so large in the average textbook. For example, a textbook of elementary economics that kept close to the

working, bargaining, consuming and other economic experiences of the student would be vastly more effective than one of the usual type, that launches the student at the start into the factors of production, the laws of "supply and demand," the theory of value, the history of machine production, etc., and keeps him there to the bitter end. So, likewise, an introductory textbook of chemistry that began with the chemistry of everyday life, showing how chemical reactions largely make the student himself and his environment what they are, stressing the chemical problems affecting the welfare of the student and of society at large, and so on, should be incomparably more interesting and hence more effective than one beginning with a systematic exposition of chemical phenomena seemingly remote from the life of the student."

In his conclusion Mr. Eldridge emphatically denies that the type of textbook he advocates "is in any way incompatible with the effective presentation of laws, principles, theories, etc., which must be mastered by the student." "These," says he, "can be treated under this method as well as under the prevailing method of textbook writing."

Surely there is need for better types of college textbooks. It would appear that Mr. Eldridge is suggesting in theory what some few individuals have already found true in practice.

(C. O. D.)

Convention Roll Call

The following persons were in attendance at the annual meeting in Chicago, March, 1927:

- Harry D. Abells, Morgan Park Military Academy, Chicago, Ill.
 John C. Acheson, Macalester College, St. Paul, Minn.
 Sister M. Albertina, Sacred Heart Academy, Grand Rapids, Mich.
 Sister M. Alberto, Visitation School, Chicago, Ill.
 Brother Albert, St. Michael High School, Chicago, Ill.
 Corrine C. Anderson, Argo Community High School, Argo, Ill.
 Rev. J. C. Anderson, Luther Institute, Chicago, Ill.
 Sister Mary Annunciata, Seminary of Felician Sisters, Detroit, Mich.
 Sister Mary Anthony, St. Mary Academy, Leavenworth, Kans.
 Sister Antonia, College of St. Catharine, St. Paul, Minn.
 J. E. Armstrong, Emeritus Prin., Englewood High School, Chicago, Ill.
 Sister M. Aquin, Sacred Heart Academy, Mount Pleasant, Mich.
 Kendrick C. Babcock, University of Illinois, Urbana, Ill.
 W. C. Baer, High School, Danville, Ill.
 W. F. Baer, Drake University, Des Moines, Ia.
 Ira W. Baker, Harding Jr. High School, Oklahoma City, Okla.
 E. A. Balduf, Central Y. M. C. A., College of Arts and Sciences.
 Geo. J. Balger, Washington High School, Milwaukee, Wis.
 V. H. Barker, Hillsboro Commercial High School, Hillsboro, Ill.
 C. A. Barnett, Celassen High School, Oklahoma City, Okla.
 Lester M. Basiline, Mount St. Joseph, Dubuque, Ia.
 Rev. Louis Baska, St. Benedicts College, Atchinson, Kans.
 R. G. Beals, DeKalb Township High School, DeKalb, Ill.
 Ethel T. Bebb, Western Representative, Red Book Magazine.
 R. C. Beebe, Mendota High School, Mendota, Ill.
 H. H. Beecher, Hazel Park High School, Royal Oak, Mich.
 R. P. Behan, Howe School for Boys, Howe, Ind.
 W. P. Behan, Ottawa University, Ottawa, Kans.
 Sister M. Benigna, St. Mary's Junior College, O'Fallon, Mo.
 A. F. Berens, St. Mary's College, St. Mary's Kans.
 F. G. Berger, Ohio Northern University, Ada, O.
 G. W. Beswick, Will Mayfield College, Marble Hill, Mo.
 H. E. Binford, Bloomington High School, Bloomington, Ind.
 L. D. Bishop, W. C. High School, West Chicago, Ill.
 R. W. Bixler, University of Chicago, Chicago, Ill.
 C. W. Bock, Harris Teachers College, St. Louis, Mo.
 W. W. Borden, South Bend, Ind.
 Sister M. Borgea, Webster College, Webster Groves, Mo.
 M. E. Born, Sr. High School, Leavenworth, Kans.
 C. S. Boucher, University of Chicago, Chicago, Ill.
 A. O. Bowden, New Mexico St. Teachers College, Silver City, New Mex.
 W. W. Boyd, Western College for Women, Oxford, Ohio.
 E. L. Boyer, Bloom Township High School, Chicago Heights, Ill.
 F. L. Brester, Glenbard Township High School, Glen Ellyn, Ill.
 E. S. Briggs, High School, Okmulgee, Okla.
 L. R. Briggs, Milwaukee-Downer College, Milwaukee, Wis.
 G. N. Briggs, Graceland College, Lamonia, Ia.
 E. J. Brecken, St. Ignatius High School, Cleveland, Ohio.
 H. F. Brockman, St. Xavier College, Cincinnati, O.
 E. O. Brothers, Junior College, Arkansas City, Kans.
 C. C. Brown, University of Colorado, Boulder, Colo.
 E. E. Brown, State Dept., Oklahoma City, Okla.
 E. L. Brown, Denver High Schools, Denver, Colo.
 G. L. Brown, State Teachers College, Brookings, S. D.
 J. N. Brown, Concordia College, Moorhead, Minn.
 J. S. Brown, State Teachers College, DeKalb, Ill.
 T. G. Brown, Boy's Tech. High School, Milwaukee, Wis.
 M. E. Bruce, Junior High School, East St. Louis, Ill.
 M. J. Bryan, St. Louis Pro. School, St. Louis, Mo.
 Mother M. Buchanan, St. Mary's Academy, Leavenworth, Kans.
 W. E. Buckey, Fairmont High School, Fairmont, West Virginia.
 B. F. Buck, Senn High School, Chicago, Ill.
 Geo. Buck, Shortridge High School, Indianapolis, Ind.
 Henry Buellesfield, Yankton Public Schools, Yankton, S. D.
 A. L. Burnham, State Dept. Pub. Instr., Lincoln, Neb.
 E. L. Burton, Junior High School, Oklahoma City, Okla.
 H. L. Buck, Central Evening Prep. School, Chicago, Ill.
 W. E. Buckey, Fairmont High School, Fairmont West Virginia.
 L. A. Butler, Grand Rapids Schools, Grand Rapids, Mich.
 C. C. Byerly, Supt. of Schools, West Chicago, Ill.
 N. E. Byers, Bluffton College, Bluffton, O.
 Sister Mary Camillus, Trinity High School, River Forest, Ill.
 D. S. Campbell, Central College, Conway, Ark.
 R. T. Campbell, Sterling College, Sterling, Kans.
 Sister Carita, Marywood School, Evanston, Ill.
 A. G. Caris, Defiance College, Defiance, O.
 G. N. Carman, Lewis Institute, Chicago, Ill.

- L. V. Carron, University of Detroit High School, Detroit, Mich.
- F. Carroon, New Mexico Normal University, E. Las Vegas, New Mexico.
- Sister Rose Catherine, St. Clara Academy, Sinsinawa, Wis.
- Sister Mary Celestene, Nazareth Academy, Nazareth, Mich.
- Sister M. Cecilia, St. Scholastica's Academy, Chicago, Ill.
- C. E. Chadsey, University of Illinois, Urbana, Ill.
- I. E. Chapman, Western High School, Detroit, Mich.
- Mother M. de Chantat, Loretto Academy, St. Louis, Mo.
- H. G. Childs, Indiana University, Bloomington, Ind.
- I. N. Chiles, Central Wesleyan College, Warrenton, Mo.
- E. W. Chubb, Ohio University, Athens, O.
- H. V. Church, Morton High School, Cicero, Ill.
- Sister Mary Clare, Villa de Chantal, Rock Island, Ill.
- Sister Margaret Clare, St. Mary's Academy, Leavenworth, Kans.
- M. E. Clark, Western College, Oxford, Ohio.
- J. A. Clement, University of Illinois, Urbana, Ill.
- Sister M. Clementine, Rosary College, River Forest, Ill.
- Sister M. Clotildis, Sacred Heart High School, Omaha, Neb.
- C. N. Cole, Oberlin College, Oberlin, O.
- J. L. Colford, Champion High School, Prairie du Chien, Wis.
- Sister Mary Conciline, Mount St. Joseph College, Dubuque, Ia.
- F. M. Comstock, Case School of Applied Science, Cleveland, Ohio.
- C. C. Condit, Township High School, Rantoul, Ill.
- B. F. Condrax, Ouachita College, Arkadelphia, Ark.
- E. M. Conklin, High School, Hamtramck, Mich.
- F. E. Converse, Public Schools, Beloit, Wis.
- C. S. Coons, Froebel High School, Gary, Ind.
- H. M. Coultrap, Community High School, Geneva, Ill.
- Rev. I. S. Conron, St. Ignatius High School, Chicago, Ill.
- J. A. Craig, High School, Muskegon, Mich.
- Rev. W. G. Cunningham, University of Notre Dame, Notre Dame, Ind.
- A. Darnell, College of City of Detroit, Detroit, Mich.
- M. E. Davy, University School for Girls, Chicago, Ill.
- W. J. Davidson, Illinois Wesleyan University, Bloomington, Ill.
- C. O. Davis, University of Michigan, Ann Arbor, Mich.
- J. W. Davis, West Virginia Collegiate Inst., Institute, W. Va.
- J. N. Drah, West Virginia University, Morgantown, W. Va.
- T. M. Deam, Joliet Township High School, Joliet, Ill.
- E. B. Dean, Doane College, Crete, Neb.
- G. A. Deglman, St. Louis University, St. Louis, Mo.
- R. K. Derriks, Indiana State Normal School, Terre Haute, Ind.
- R. S. Douglass, State Teachers College, Cape Girardeau, Mo.
- W. I. Early, Washington High School, Sioux Falls, S. D.
- J. E. Edgerton, State Dept. of Education, Topeka, Kans.
- J. B. Edmonson, University of Michigan, Ann Arbor, Mich.
- D. M. Edwards, Earlham College, Richmond, Ind.
- H. E. Edwards, E. M. College Preparatory School, Berrien Springs, Mich.
- J. R. Effinger, University of Michigan, Ann Arbor, Mich.
- Thomas Egan, Creighton University, Omaha, Neb.
- J. D. Elliff, University of Missouri, Columbia, Mo.
- E. C. Elliott, Purdue University, Lafayette, Ind.
- Sister Mary Elizabeth, Academy of Our Lady, Chicago, Ill.
- Roy Ellis, Southwest State Teachers College, Springfield, Mo.
- L. A. Eubank, Christian College, Columbia, Mo.
- A. Engelbrecht, Wartburg Normal College, Waverly, Ia.
- W. D. Engle, University of Denver, Denver, Colo.
- Sister Euphemia, St. Mary-of-the-Woods College, Terre Haute, Ind.
- Mother M. Eustachia, Loretto Heights College, Loretto, Colo.
- Sister Eva, St. Joseph's Academy, St. Paul, Minn.
- E. E. Evans, Winfield High School, Winfield, Kans.
- Sister M. Evarista, College of St. Theresa, Winona, Minn.
- Sister Eveline, Mt. St. Joseph-on-the-Ohio, Mt. St. Joseph, O.
- J. P. Everett, Western State Normal School, Kalamazoo, Mich.
- I. E. Ewing, High School, Wheeling, W. Va.
- W. J. Fergeson, Ginn & Co., Chicago, Ill.
- Rev. T. A. Finnegan, St. John's High School, Toledo, O.
- Rev. E. A. Fitzgerald, Columbia College, Dubuque, Ia.
- E. A. Fitzpatrick, Marquette University, Milwaukee, Wis.
- M. L. Flanigam, Urbana Schools, Urbana, Ill.
- R. R. Fleet, William Jewell College, Liberty, Mo.
- L. M. Fort, High School, Mitchell, S. D.
- H. L. Foster, Oklahoma College for Women, Chickasha, Okla.
- G. C. Fracker, College of Wooster, Wooster, O.
- Sister Mary Frances, Notre Dame Convent, Milwaukee, Wis.
- H. W. Frankenfeld, University of South Dakota, Vermillion, S. D.
- C. H. French, Hastings College, Hastings, Neb.
- Will French, High School, Lincoln, Neb.
- E. F. Fribley, High School, Auburn, Ind.
- B. J. Francis, St. Mel High School, Chicago, Ill.
- J. C. Futral, University of Arkansas, Fayetteville, Ark.
- H. M. Gage, Coe College, Cedar Rapids, Ia.
- W. A. Ganfield, Carroll College, Waukesha, Wis.
- W. H. Gemmill, St. Board of Educ., Des Moines, Ia.
- Brother Gerald, Maryhurst Normal, Kirkwood, Mo.
- Sister M. Germaine, St. Mary's Sacred Heart High School, Sterling, Ill.
- E. D. Dimnent, Hope College, Holland, Mich.

- A. A. Dodd, Manual High School, Kansas City, Mo.
 Sister Mary Dorothea, St. Mary's College, Prairie du Chien, Wis.
 C. W. Getham, Central High School, Oklahoma City, Okla.
 E. E. Giddings, Hartford High School, Hartford, Mich.
 J. T. Giles, Dept. of Public Inst., Madison, Wis.
 R. Gittinger, University of Oklahoma, Norman, Okla.
 C. L. Goodrich, Dept. of Public Inst., Lansing, Mich.
 C. Goodnight, Bethany College, Bethany, West Va.
 R. M. Good, School of the Ozarks, Hollister, Mo.
 C. P. Gould, Western Reserve University, Cleveland, O.
 O. Granger, Shorewood High School, Shorewood, Wis.
 J. R. Grant, Ark. Polytechnic College, Russellville, Ark.
 W. A. Greeson, Junior College, Grand Rapids, Mich.
 J. B. Griswold, Wellston High School, Wellston, Mo.
 Louise Hagerty, Roycemore High School, Evanston, Ill.
 W. W. Haggard, High School, Rockford, Ill.
 M. E. Haggerty, University of Minnesota, Minneapolis, Minn.
 C. S. Hall, St. Dept. of Educ., Pierre, So. Dak.
 W. A. Hauber, St. Ambrose College, Davenport, Ia.
 H. F. Hancox, Central Y. M. C. A. School, Chicago, Ill.
 J. C. Hanna, Dept. of Public Inst., Springfield, Ill.
 Rev. J. W. Haun, St. Mary's College, Winona, Minn.
 Cameron Harmon, McKendree College, Lebanon, Ill.
 H. Harper, University of Denver, Denver, Colo.
 Wm. Harris, High School, Decatur, Ill.
 S. G. Harrod, Eureka College, Eureka, Ill.
 B. F. Haught, University of New Mexico, Albuquerque, N. Mex.
 F. W. Hawley, Park College, Parkville, Mo.
 W. F. Head, High School, Kalamazoo, Mich.
 Sister Mary St. Helen, Mount St. Joseph College, Dubuque, Ia.
 D. B. Heller, High School, Vermillion, S. D.
 F. E. Henslik, University of Nebraska, Lincoln, Neb.
 C. L. Herron, Hillsdale College, Hillsdale, Mich.
 E. C. Higbie, Eastern State Teachers' College, Madison, S. D.
 A. E. Highley, City Schools, Lafayette, Ind.
 A. M. Highley, MacMillan Co., Ann Arbor, Mich.
 E. M. Highsmith, Hardin College Academy, Mexico, Mo.
 Sister Hilary, St. John's Academy, Jamestown, N. D.
 E. K. Hillbrand, Dakota Wesleyan University, Mitchell, S. D.
 H. H. Hill, Huron College, Huron, S. D.
 E. Hilton, Gila College, Thatcher, Ariz.
 A. M. Hitch, Kemper Military School, Boonville, Mo.
 Rev. N. C. Hoff, Mt. St. Charles College, Helena, Mont.
 H. A. Hollister, University of Illinois, Urbana, Ill.
 H. H. Holt, St. John's Military Academy, Delafield, Wis.
 S. H. Horine, St. Louis University, St. Louis, Mo.
 H. G. Hotz, University of Arkansas, Fayetteville, Ark.
 J. J. Hudson, Cleveland School of Education, Cleveland, O.
 A. F. Hughes, Evansville College, Evansville, Ind.
 J. M. Hughes, Northwestern University, Evanston, Ill.
 R. M. Hughes, Miami University, Oxford, O.
 C. F. Humphrey, High School, Michigan City, Ind.
 H. R. Hundley, Doane Academy, Granville, O.
 F. L. Hunt, Culver Military Academy, Culver, Ind.
 Sister Mary Ignatia, St. Mary-of-the-Woods Academy, St. Mary-of-the-Woods, Ind.
 Sister M. Imelda, Scholastica Academy, Chicago, Ill.
 M. Innocentia, St. Elizabeth's Academy, St. Louis, Mo.
 Sister Irene, Fontoonno College, St. Louis, Mo.
 A. C. James, Western Reserve University, Cleveland, O.
 Sister Mary James, Academy of Our Lady, Chicago, Ill.
 C. A. Jessen, High School, Helena, Mont.
 H. E. Jones, Morgan Park Military Academy, Chicago, Ill.
 T. L. Jones, University of Wisconsin, Madison, Wis.
 Sister Francis Joseph, St. Mary-of-the-Woods Academy, St. Mary-of-the-Woods, Ind.
 Sister Mary Josepha, St. Mary's Academy, Leavenworth, Kans.
 Sister Mary Justin, St. John High School, Rochester, Minn.
 H. Keeler, Lindblom High School, Chicago, Ill.
 R. J. Kenny, Loyola Academy, Chicago, Ill.
 C. A. Kent, Northwestern University, Evanston, Ill.
 E. W. Kiebler, Michigan State College, E. Lansing, Mich.
 T. J. Kirby, University of Iowa, Iowa City, Ia.
 M. L. Knapp, High School, Michigan City, Ind.
 O. F. Koch, High School, Kewanee, Ill.
 E. D. Kohlstedt, Dakota Wesleyan, Mitchell, S. D.
 L. V. Koos, University of Minnesota, Minneapolis, Minn.
 J. J. Kreshel, McBride High School, St. Louis, Mo.
 B. H. Kroeze, Jamestown College, Jamestown, N. D.
 D. W. Kurtz, McPherson College, McPherson, Kans.
 U. W. Lamkin, Northwest Missouri State Teachers' College, Maryville, Mo.
 H. B. Lamport, Portsmouth High School, Portsmouth, O.
 F. C. Landsittel, Ohio State University, Columbus, O.
 Rev. W. E. Lawler, St. Ambrose School, Davenport, Ia.
 E. L. Lawson, Defiance College, Defiance, O.
 J. C. Lazenby, Milwaukee State Normal, Milwaukee, Wis.
 E. D. Lee, Christian College, Columbia, Mo.
 Emil Leffler, Broadview College Academy, La Grange, Ill.
 L. F. Lesemaun, Chicago Training School, Chicago, Ill.
 G. L. Letts, York Community High School, Elmhurst, Ill.
 G. L. Ley, University of Dayton High School, Dayton, O.
 T. S. Ligman, St. Stanislaus College Academy, Chicago, Ill.
 E. H. Lindley, University of Kansas, Lawrence, Kan.
 Mother Mary Linus, Webster College, Webster Groves, Mo.

- L. A. Lockwood, High School, Rushville, Ind.
 A. B. Longsdorf, Bluffton-Richland High Schools, Bluffton, O.
 H. B. Loomis, Hyde Park High School, Chicago, Ill.
 O. E. Loomis, Boone-McHenry Twp. High School, Capron, Ill.
 D. H. Loree, High School, Waterman, Ill.
 Sister Agnes Loretto, Mt. St. Joseph-on-the-Ohio, Mt. St. Joseph, O.
 F. J. Love, High School, Warwood, West, Va.
 J. G. Lowery, Muskingum College, New Concord, O.
 E. D. Lyon, Wethraw High School, Cincinnati, O.
 J. A. Lyon, Newcomb College, New Orleans, La.
 J. A. B. MacAuley, High School, Republic, Mich.
 L. W. MacKinnon, University of Toledo, Toledo, O.
 I. N. McCash, Phillips University, Enid, Okla.
 E. H. K. McComb, Emerich Manual Training High School, Indianapolis, Ind.
 T. J. McCormack, Peru Twp. High School, LaSalle, Ill.
 J. S. McCowan, High School, South Bend, Ind.
 Rev. G. S. McCune, Huron College, Huron, S. D.
 M. R. McDaniel, High School, Oak Park, Ill.
 H. McDonald, Parsons College, Fairfield, Ia.
 F. D. McElroy, Senior Teachers College, Cleveland, O.
 E. W. McFarland, Detroit Teachers' College, Detroit, Mich.
 H. E. McGrew, Penn College, Oskaloosa, Ia.
 D. J. McHugh, DePaul University, Chicago, Ill.
 W. P. McKee, Frances Junior College, Mt. Carroll, Ill.
 Charles McKenny, Michigan State Normal College, Ypsilanti, Mich.
 T. H. McMichael, Monmouth College, Monmouth, Ill.
 R. L. McPherson, High School, McAlester, Okla.
 L. N. McWhorter, High School, Minneapolis, Minn.
 Sister M. Machey, Boys' Catholic Academy, Grand Rapids, Mich.
 H. MacKenzie, High School, Genoa, Ill.
 Sister Mary Magdalene, St. Mary's College, Notre Dame, Ind.
 W. M. Magee, Marquette University, Milwaukee, Wis.
 J. N. Mallory, Jonesboro College, Jonesboro, Ark.
 G. A. Manning, Arthur Hill High School, Saginaw, Mich.
 Sister Marietta, Fontbonne College, St. Louis, Mo.
 Sister Helen Marie, St. Mary School, Saginaw, Mich.
 Sister Marie, Villa de Chantal, Rock Island, Ill.
 Sister Gertrude Marie, St. Mary School, Saginaw, Mich.
 Sister Louise Marie, St. Joseph's Academy, St. Paul, Minn.
 F. H. Markman, Jersey Twp. High School, Jerseyville, Ill.
 R. E. Marshall, High School, Clovis, New Mex.
 Sister Josephine Mary, Notre Dame Academy, Cincinnati, O.
 Sister M. Martha, Loretto Academy, St. Louis, Mo.
 I. Maurer, Beloit College, Beloit, Wis.
 J. Mauritson, Augustana College, Rock Island, Ill.
 C. R. Maxwell, University of Wyoming, Laramie, Wyo.
 L. F. Meade, High School, Port Huron, Mich.
 J. C. Meadows, Northwestern University, Evanston, Ill.
 C. E. Melton, Walnut Commercial High School, Walnut, Ill.
 M. Melton, Com. High School, Normal, Ill.
 Sister M. Mildred, Sacred Heart Academy, Mount Pleasant, Mich.
 C. E. Miller, Heidelberg College, Tiffin, O.
 D. W. Miller, High School, Geneva, Ill.
 E. L. Miller, Asst. Supt., Detroit, Mich.
 E. T. Miller, High School, Hannibal, Mo.
 H. L. Miller, University of Wisconsin, Madison, Wis.
 W. A. Millis, Hanover College, Hanover, Ind.
 C. C. Miltner, Notre Dame University, Notre Dame, Ind.
 C. L. Milton, St. Joseph High School, St. Joseph, Mich.
 H. C. Minnich, Miami University, Oxford, O.
 J. E. Mitchell, Alma College, Alma, Mich.
 J. F. Mitchell, Kansas State Teachers' College, Pittsburg, Kans.
 M. A. Molloy, College of St. Teresa, Winona, Minn.
 O. V. Mongerson, Supt., Chenoa, Ill.
 D. W. Morehouse, Drake University, Des Moines, Ia.
 F. E. Morgan, The Principia, St. Louis, Mo.
 W. P. Morgan, Western Illinois State Teachers' College, Macomb, Ill.
 E. E. Morley, Heights High School, Cleveland, O.
 L. N. Morrisett, Roosevelt Junior High School, Oklahoma City, Okla.
 O. D. Morrison, Eureka College, Eureka, Ill.
 F. E. Mossman, Morningside College, Sioux City, Ia.
 L. B. Mull, University of Dubuque, Dubuque, Ia.
 M. C. Myers, Saint Alban's School, Sycamore, Ill.
 G. W. Nash, Yankton College, Yankton, S. D.
 H. L. Nearpass, Y. M. C. A. High School, Youngstown, O.
 J. S. Nollen, Grinnell College, Grinnell, Ia.
 G. N. Northrop, The Chicago Latin School, Chicago, Ill.
 A. C. Norton, Benj. H. Sanborn Co., Decatur, Ill.
 D. O. O'Connell, St. Xavier College, Cincinnati, O.
 J. I. O'Dea, DePaul Academy, Chicago, Ill.
 A. Ohlson, North Park College, Chicago, Ill.
 Sister M. Olivia, Sacred Heart High School, Omaha, Neb.
 H. O. Olson Broadview College, La Grange, Ill.
 O. L. Olson, Luther College, Decorah, Ia.
 Sister M. Louise O'Mara, DeSalas Heights School, Dubuque, Ia.
 Sister Evelyn O'Neill, St. Teresa Junior College, Kansas City, Mo.
 L. H. Otting, John Carroll University, Cleveland, O.
 M. R. Owens State Dept. of Educ., Little Rock, Ark.
 J. A. Page, State Dept. of Educ., Bismark, N. D.
 J. H. Painter, Steele High School, Dayton, O.
 Rev. W. F. Parry, St. Louis High School, St. Louis, Mo.
 F. C. Paschal, University of Arizona, Tucson, Ariz.
 O. W. Patterson, Tucson High School, Tucson, Ariz.
 L. A. Pechstein, University of Cincinnati, O.
 C. E. Pence, Harvard School for Boys, Chicago, Ill.
 M. E. Penny, Millikin University, Decatur, Ill.
 J. F. Penny, Marquette High School, Milwaukee, Wis.

- J. C. Penn, Armour Institute of Technology, Chicago, Ill.
- H. W. Piggott, High School, Parkersburg, W. Va.
- E. M. Phillips, State Dept. of Educ., St. Paul, Minn.
- Sister Mary Pius, St. Teresa Junior College, Kansas City, Mo.
- G. M. Potter, Shurtleff College, Alton, Ill.
- J. L. Pottorf, McKinley High School, Canton, O.
- Wm. Prakken, High School, Highland Park, Mich.
- Merle Prunty, Tulsa High School, Tulsa, Okla.
- E. P. Puckett, Central College, Fayette, Mo.
- J. L. Purdom, Harris Teachers' College, St. Louis, Mo.
- J. W. Putnam, Butler University, Indianapolis, Ind.
- A. H. Rabe, Academy of Chaminade College, Clayton, Mo.
- J. Rae, High School, Mason City, Ia.
- E. E. Rall, North Central College, Naperville, Ill.
- C. H. Rammelkamp, Illinois College, Jacksonville, Ill.
- L. P. Ramsey, Fairmount High School, Fairmount, Ind.
- Anna A. Raymond, Milwaukee-Downer Seminary, Milwaukee, Wis.
- Sister M. Raymonda, Aquinas High School, Chicago, Ill.
- W. C. Reavis, University of Chicago, Chicago, Ill.
- A. A. Rea, West High School, Aurora, Ill.
- A. A. Reed, University of Nebraska, Lincoln, Neb.
- Sister Marie Regina, Aquinas High School, Chicago, Ill.
- C. K. Reiff, High School, Muskogee, Okla.
- J. Reiner, Loyola University, Chicago, Ill.
- Sister M. Resignata, Mount St. Joseph College, Dubuque, Ia.
- J. H. Reynolds, Hendrix College, Conway, Ark.
- J. W. Richardson, Hibbing Public Schools, Hibbing, Minn.
- D. A. Robertson, American Council on Education, Washington, D. C.
- T. F. Roberts, West Virginia University, Morgantown, W. Va.
- D. W. Rocky, State Dept. of Education, Santa Fe, New Mex.
- A. J. Rooks, Calvin College, Grand Rapids, Mich.
- H. V. Roop, Wheaton College, Wheaton, Ill.
- Hazel M. Roth, Junior College, Ottumwa, Ia.
- Sister Mary Ruth, Rosary College, River Forest, Ill.
- J. A. Ryan, Regis College, Denver, Colo.
- Rev. W. J. Ryan, St. Louis University, St. Louis, Mo.
- R. L. Sandwick, Deerfield-Shields, Highland Park, Ill.
- R. C. Sayre, High School, Decatur, Ill.
- E. R. Schell, Wheaton Academy, Wheaton, Ill.
- Flora Schieferstein, Clerk to Sec'y. of N. C. A., Ann Arbor, Mich.
- C. C. Schmidt, University of North Dakota, Grand Forks, N. D.
- F. W. Schneider, Morningside College, Sioux City, Ia.
- A. M. Schwitalla, St. Louis University, St. Louis, Mo.
- J. L. Seaton, Albion College, Albion, Mich.
- H. F. Seely, John Burroughs School, St. Louis, Mo.
- J. M. Sellers, Wentworth Military Academy, Lexington, Mo.
- C. A. Semler, High School, Benton Harbor, Mich.
- J. A. Serena, Southeastern Missouri State Teachers' College, Cape Girardeau, Mo.
- H. H. Severn, Kalamazoo College, Kalamazoo, Mich.
- J. B. Shouse, Marshall College, Huntington, W. Va.
- J. L. Shouse, Westport High School, Kansas City, Mo.
- H. W. Shryoch, Southern Illinois State Normal University, Carbondale, Ill.
- R. R. Shumway, University of Minnesota, Minneapolis, Minn.
- Sister Mary Sioba, Notre Dame Convent, Milwaukee, Wis.
- W. F. Sloan, High School, Spearfish, S. D.
- E. M. Smith, Teachers' College, Kearney, Neb.
- E. Smith, Ottawa University, Ottawa, Kan.
- G. T. Smith, Starrett School for Girls, Chicago, Ill.
- H. A. Smith, Richland District, Wheeling, W. Va.
- H. M. Smith, Western Reserve University, Cleveland, O.
- I. M. Smith, University of Michigan, Ann Arbor.
- H. R. Smith, High School, Akron, O.
- J. M. Smith, Lockport Twp. High School, Lockport, Ill.
- L. W. Smith, Joliet Twp. High School, Joliet, Ill.
- W. E. Smyser, Ohio Wesleyan, Delaware, O.
- G. T. Snider, Racine College School, Racine, Wis.
- E. A. Spaulding, Emerson School, Gary, Ind.
- A. L. Spohn, High School, Hammond, Ind.
- F. W. Stahl, Bowen High School, Chicago, Ill.
- Sister Mary Stanislaus, St. Mary's College, Prairie du Chien, Wis.
- Sister M. Stella, Nazareth Academy, Nazareth, Mich.
- R. F. Steele, High School, Milford, Ill.
- Sister Ste. Helene, The College of St. Catherine, St. Paul, Minn.
- F. G. Stevenson, High School, Dubuque, Ia.
- E. G. Stevens, Fairbury Twp. High School, Fairbury, Ill.
- E. R. Stevens, Junior College and High School, Independence, Kans.
- W. R. Stocking, Southeastern High School, Detroit, Mich.
- F. E. Stockwell, Board of Christian Education, Philadelphia, Pa.
- Albert B. Storms, Baldwin Wallace College, Berea, O.
- H. C. Storm, Batavia High School, Batavia, Ill.
- J. E. Stout, Northwestern University, Evanston, Ill.
- M. H. Stuart, High School, Indianapolis, Ind.
- A. M. Swanson, Junior College, Kansas City, Mo.
- H. G. Swanson, Teachers' College, Kirksville, Mo.
- G. B. Sweazey, Westminster College, Fulton, Mo.
- E. H. Taylor, Eastern State Teachers' College, Charleston, Ill.
- L. O. Taylor, State Dept. of Education, Charleston, W. Va.
- Sister Mary Teresa, Sancta Maria in Ripa High School, St. Louis, Mo.
- J. A. Tetzlaff, Cathedral Latin School, Cleveland, O.
- L. Thiel, Union College, Collegeview, Neb.
- R. B. Thiel, Lawrence College, Appleton, Wis.
- C. V. Thomas, Y. M. C. A. School, Cleveland, O.
- J. T. Thompson, Tarkio College, Tarkio, Mo.
- J. M. Tilden, Lombard College, Galesburg, Ill.

- H. I. Tice, Sullivan Twp. High School, Sullivan, Ill.
W. E. Tower, High School, Chicago, Ill.
H. D. Trimble, University of Illinois, Urbana, Ill.
F. B. Trotter, West Virginia University, Morgantown, W. Va.
E. V. Tubbs, Lewis Institute, Chicago, Ill.
R. E. Tulloss, Wittenberg College, Springfield, O.
Sister M. Fidelis Twohig, Visitation Academy, Dubuque, Ia.
G. C. Tyler, High School, Riverside, Ill.
H. E. Underbrink, Libertyville Twp. High School, Libertyville, Ill.
Sister M. Urban, Holy Family High School, Denver, Colo.
Sister M. Ursulieve, St. Mary's Academy, Notre Dame, Ind.
C. C. Vesely, St. Procopius Academy, Lisle, Ill.
Sister Marie Virginia, Marygrove College, Monroe, Mich.
P. F. Voelker, Battle Creek College, Battle Creek, Mich.
C. T. Vorheis, University of Arizona, Tucson, Ariz.
E. E. Wacaser, Community High School, Lexington, Ill.
K. D. Waldo, High School, Aurora, Ill.
M. Wallace Missouri Military Academy, Mexico, Mo.
O. L. Waller, High School, Goshen, Ind.
A. S. Wallgren, North Park College, Chicago, Ill.
O. A. Waterman, High School, Naperville, Ill.
A. S. Watson, Epworth Military Academy, Epworth, Ia.
J. M. Weaver, Wheaton College, Wheaton, Ill.
Rev. J. A. Weiland, St. Xavier High School, Cincinnati, O.
D. E. Weidler, High School Anderson, Ind.
B. W. Weirick, Beloit College, Beloit, Wis.
A. S. Wallgren, North Park College Academy, Chicago, Ill.
J. T. West, High School, Morgantown, W. Va.
A. S. Whitney, University of Michigan, Ann Arbor, Mich.
E. L. Whitsitt A. & M. College, Jonesboro, Ark.
J. G. Wickey, Carthage, Carthage, Ill.
C. C. Wilcox, Junior High School, Kalamazoo, Mich.
J. T. Willard, Kansas State Agriculture College, Manhattan, Kan.
G. W. Willett, Lyons Twp. High School, La Grange, Ill.
B. Wilson, Eureka College, Eureka, Ill.
O. N. Wing, Central Day Y. M. C. A. School, Chicago, Ill.
G. F. Wolfkill, Emmanuel Missionary College, Berrien Springs, Mich.
J. M. Wood, Stephens College, Columbia, Mo.
John H. Wood, Culver Stockton College, Canton, Mo.
H. Work, West Virginia Wesleyan College, Buckhamon, W. Va.
J. E. Worthington, High School, Waukesha, Wis.
H. C. Wysong, High School, Covington, Ind.
Rev. C. H. Young, Howe School, Howe, Ind.
O. O. Young, High School Galesburg, Ill.
O. R. Young, Junior High School, Leavenworth, Kan.
G. F. Zook, University of Akron, Akron, O.

